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ABSTRACT

A demonstration student personnel services project was developed and implemented at the Prosser Vocational Center in Indiana. In the 1977-1978 school year, students from eighteen cooperating high schools participated in the program. This represented an increase, due to recruiting by both staff and students, career education beginning at the elementary level, and communication with cooperating school counselors and the general public. The program has an open enrollment policy and an admissions procedure involving extensive counseling and examination of past performance and aptitudes. Cooperative counseling, involving work with students, their cooperating schools, and employers is a key part of the program. Coordinating counselor functions include communicating with cooperating school parents and counselors, coordinating tracking of disadvantaged and handicapped students, counseling potential dropouts and problem students, and direct maintenance of student records. Placement and follow-up services involve more than job placement. Other such activities include facilitating communication among business and industry, community agencies, and cooperating school counselors; teaching students job procurement skills; helping students make the transition from vocational education to employment while still in school; and providing year-round services for students and graduates. (Inserts, constituting half the report, contain program forms and publicity activities.) (MN)

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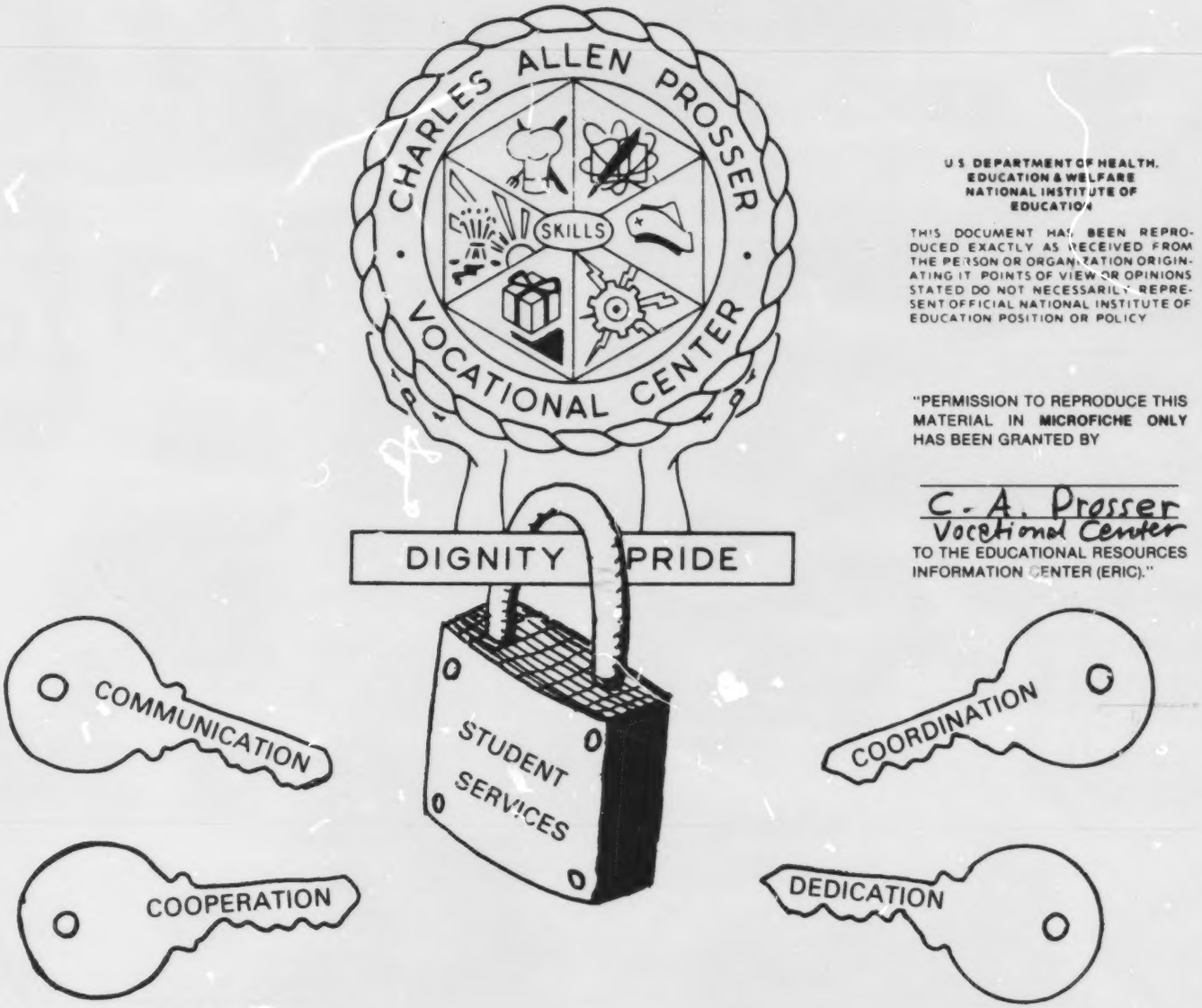
KEYS TO SUCCESS IN STUDENT PERSONNEL SERVICES



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A Description of a Model Program

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PROJECT INFORMATION

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GRANTEE	New Albany-Floyd County Consolidated School Corporation 802 East Market Street New Albany, IN 47150 for Charles Allen Prosser Vocational Center 4202 Charlestown Road New Albany, IN 47150
PROJECT TITLE	Development and Implementation of a Student Services Demonstration Model
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INTRODUCTION

The Key Ingredients in a Successful Program

The successful operation of an area vocational center is based on various policies which must be coordinated in a planned, understandable, equitable, and consistent manner. The basic philosophical direction, principles and procedures, administrative policies, rules, and guidelines together establish an umbrella under which all operations of the vocational center function.

Prosser Vocational Center's Student Personnel Services, which is described in this manual, was developed over seven years, from a single staff person serving four hundred students to the three-person staff serving nearly fifteen hundred students in a coordinated effort. Prosser's policies and philosophies shaped its growth and helped it to succeed.

The purpose of this manual is to describe the vocational center's perspective on its successfully operating Student Personnel Services unit. The major functions, subfunctions, specific tasks, and examples of documents are presented under three functional divisions: admission, cooperative counseling, and placement and follow-up.

These three functions of the student services unit are presented in the text in the sequences in which they affect students. The subtle key ingredients of success, which are more difficult to describe for those who wish to replicate a successful student services unit, are *communication, cooperation, coordination,* and *dedication.*

The student services unit's direct involvement with eighteen schools, fifteen hundred students, cooperating school counselors, administrators, vocational instructors, employers, and advisory committee members makes these ingredients more critical than other functions and services provided by a vocational center; without them, the center's activities would be less effective.

The proper mix and use of these key ingredients is the responsibility of all the people connected with the student services program. As the yeast in a loaf of bread is the catalyst which makes all the other parts function, the key ingredients of *communication, cooperation, coordination,* and *dedication* make the Prosser Student Personnel Services unit succeed.

1. *Communication* – the giving and receiving of information and ideas so they are clearly understood. The development and maintenance of communication linkages is a key to success in getting students into vocational programs, continuing them in the cooperatively sponsored programs, and assisting them in acquisition of employment. It requires a planned, conscious effort to develop, improve, and maintain these linkages at every point along the way.

2. *Coordination* – the harmonized efforts and interactions of several individuals or groups. Another key ingredient is coordination in the acquisition and scheduling of students, the sharing of students' time for up to two years, delivery of required student services, the transition of student from school to job, and the maintenance of shared record-keeping chores. The cooperating school and its personnel must feel that it is a cooperative success. This feeling is accomplished only when there is a concerted effort toward coordination of efforts among all persons and institutions concerned.

3. *Cooperation* – the working together of several persons for the common benefit of all. This key ingredient in the successful development and operation of a student services unit involves cooperation among:

   The cooperating schools' counselors, principals, and superintendents
   Vocational center staff and instructors
   Advisory committees
   Potential employers
   Fellow student services personnel

   The area school's student services' job should be perceived as a cooperative effort which can be sustained through diligent patience, cautious progress, and constant striving toward the common goals of the services.

4. *Dedication* – the commitment of persons to a goal, job, or way of thought and action. This final ingredient in a successful student services unit must be an integral part of the personalities of those who are assigned functional responsibilities for delivery of services. This trait has been vividly demonstrated by the Prosser team members as they contributed to the development of Prosser's model student services unit and to the preparation of this manual's description of the model's functions.

They key ingredients of *communication, cooperation, coordination,* and *dedication* are sometimes difficult to see, hard to measure, and impossible to evaluate. But they are, indeed, the magic catalysts which make the Prosser Student Personnel Services model successful.

Charles E. Fields
Area Vocational Director

ADMINISTRATIVE OVERVIEW

Prosser's Institutional Purpose

In our present democratic American society, an individual's occupation is the most significant status-conferring role. The Charles Allen Prosser Vocational Center subscribes to the philosophy that job status, whether it be high or low, allows the individual to form a stable conception of himself and his position in society. Prosser's primary goal is to train people to enter the work force with the skills, attitudes, and competencies necessary for today's job market.

To accomplish this goal Prosser's objectives are:

* To design curriculum that reflects manpower projections, student interest, and corporation resource capability.
* To admit students who want, need, and can profit from vocational/technical education.
* To provide the tools, supplies, and equipment necessary to simulate the actual work atmosphere.
* To employ a staff and supportive personnel that are professionally trained and work-experienced competent.
* To involve advisory committees in curricular matters to keep instruction relevant.
* To provide placement help to graduates and conduct follow-up studies.

Emblem Description

The cover of this manual has as its dominant characteristic the Prosser Vocational Center emblem. This emblem is designed to graphically convey the beliefs contained in Prosser's institution purpose. An explanation of the different parts of the emblem follows:

Rope circle – the never-ending process of learning and education.

Title – official name of the school: Charles Allen Prosser Vocational Center.

Skills – the central goal of each instructional area is to develop skills.

Instructional areas –

Pen, book, electron – areas of printing, intensive office lab, computer data processing, drafting, electronics, data entry/key punch, industrial electricity.

Nurse's cap – health occupations, licensed practical nursing.

Gear and lightening bolts – areas of welding, auto body, machine shop, auto mechanics, building trades, cabinet and mill, industrial cooperative training, air conditioning/refrigeration, cosmetology, industrial/institutional maintenance, diesel mechanics, trowel trades, air-cooled engines.

Wrapped box – distributive education.

Wheat shock and rising sun – horticulture.

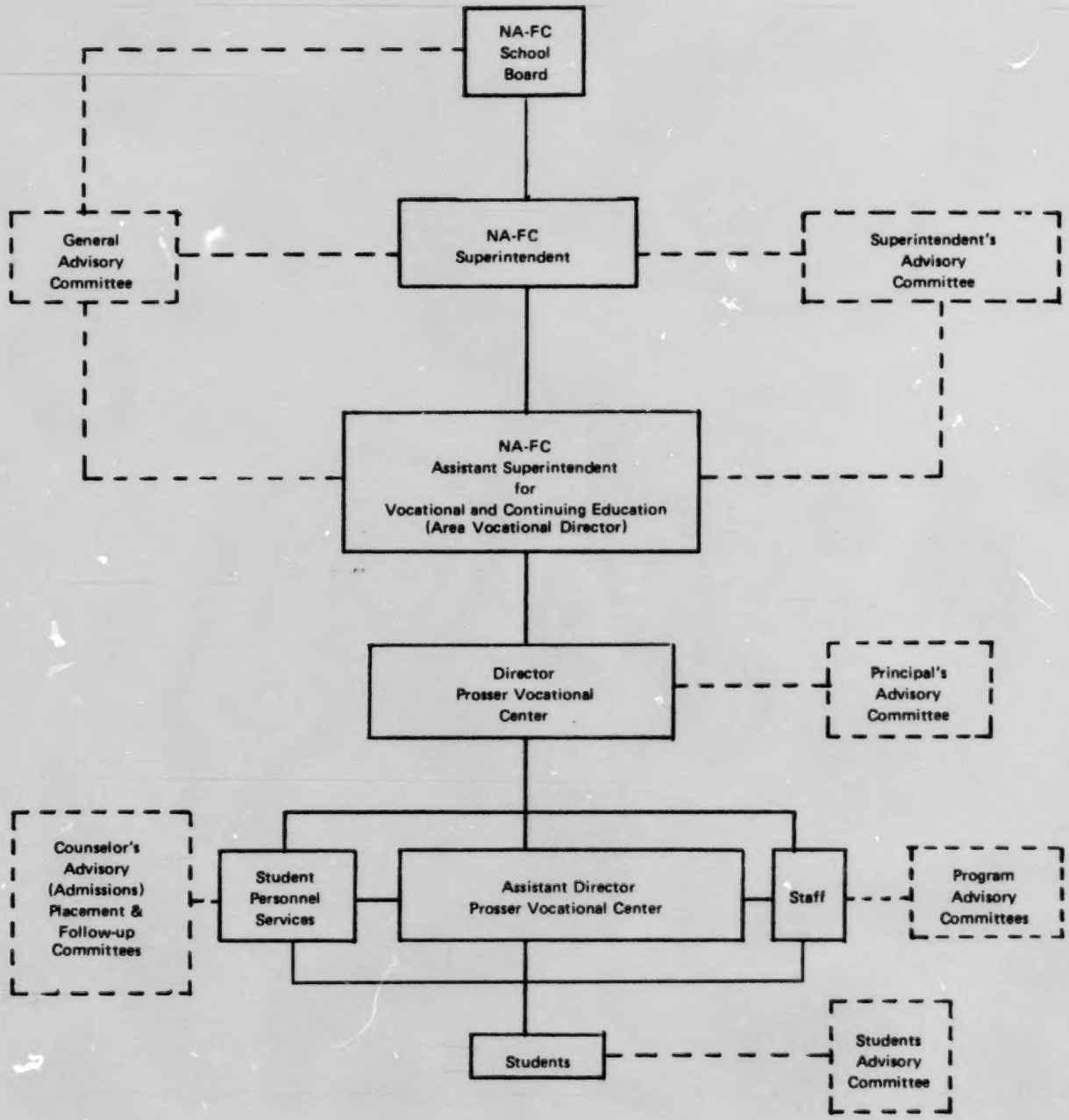
Chef's hat and utensils – commercial foods.

Supporting hands – convey the idea that mind-eye-hand contact is all-important to skills training.

Rectangular base – the two words that represent the basis for all of Prosser's programs, *Dignity* and *Pride,* show that goals, objectives, and ideals are the foundation of Prosser Vocational Center.

Prosser's Organizational Structure

Figure I shows the organizational structure under which Prosser Vocational Center operates. This structure is designed to facilitate communication, cooperation, coordination, and dedication, the key ingredients which make Prosser's programs succeed. Essential components which are not included in this figure are the cooperating school corporations and high schools. If a line were drawn between each box on the chart to every cooperating school and corporation, it would show the relationship the entire area school must have with its constituents. Figure II shows the location and names of the cooperating corporations.

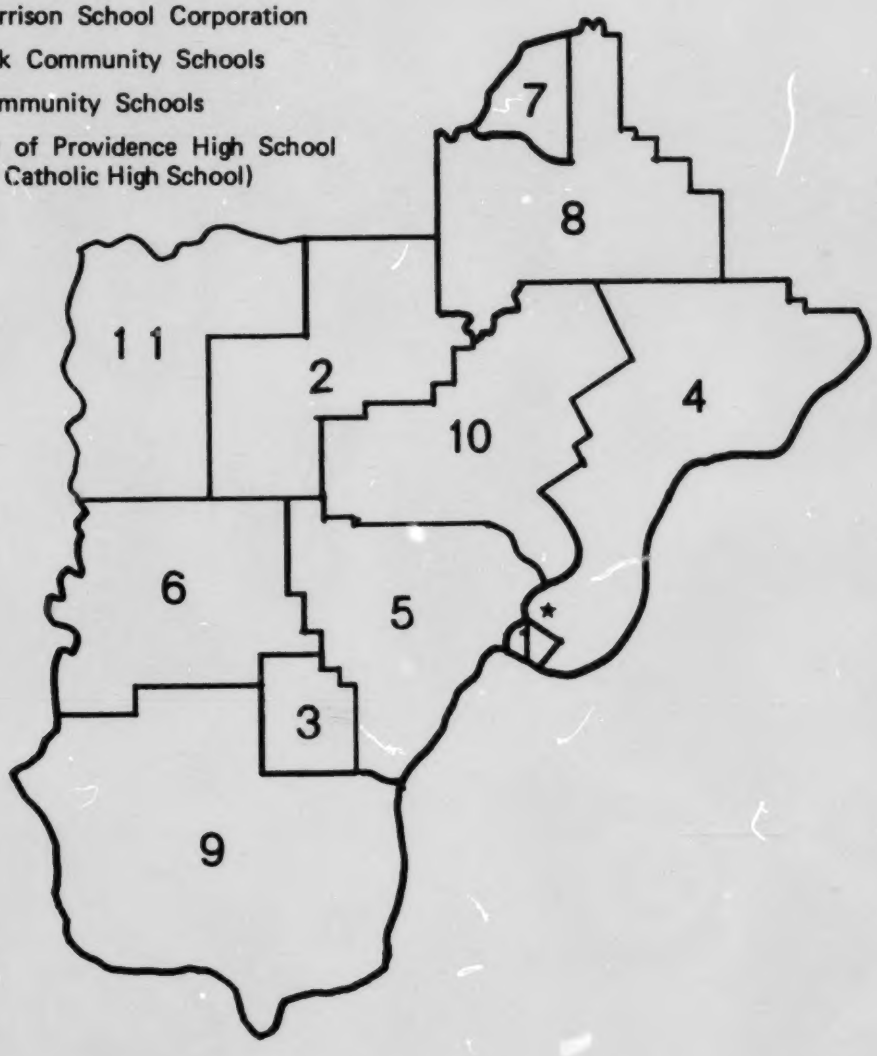


PROSSER'S ORGANIZATIONAL STRUCTURE

Figure I

1. Clarksville Community School Corporation
2. East Washington School Corporation
3. Franklin Township Schools (Harrison County)
4. Greater Clark County Schools
5. New Albany-Floyd County Consolidated School Corporation
6. North Central Community School Corporation
7. Scott County School District #1
8. Scott County School District #2
9. South Harrison School Corporation
10. West Clark Community Schools
11. Salem Community Schools

★ Our Lady of Providence High School (parochial Catholic High School)



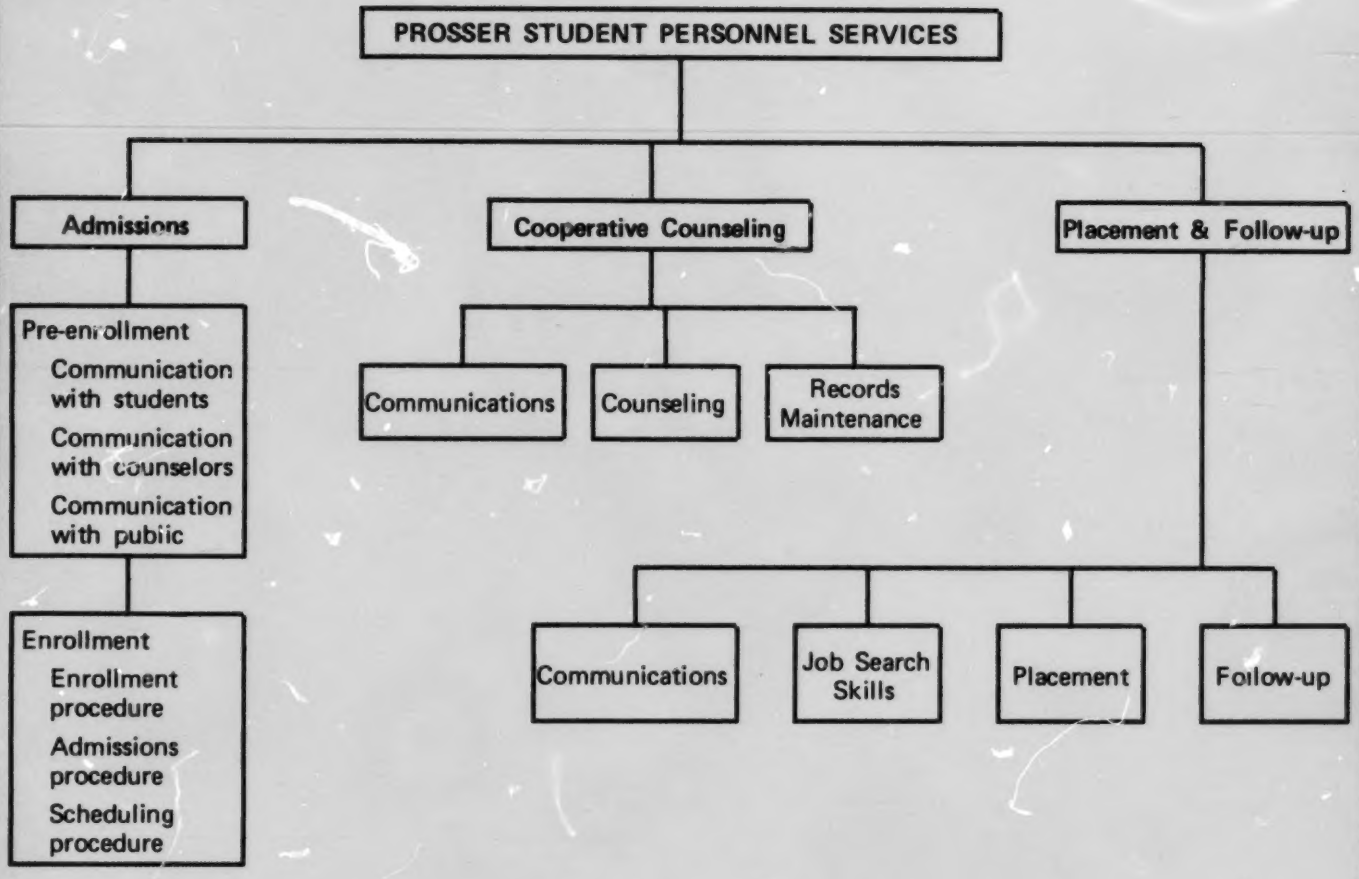
COOPERATING SCHOOL CORPORATIONS

Figure II

Student Personnel Services Functions

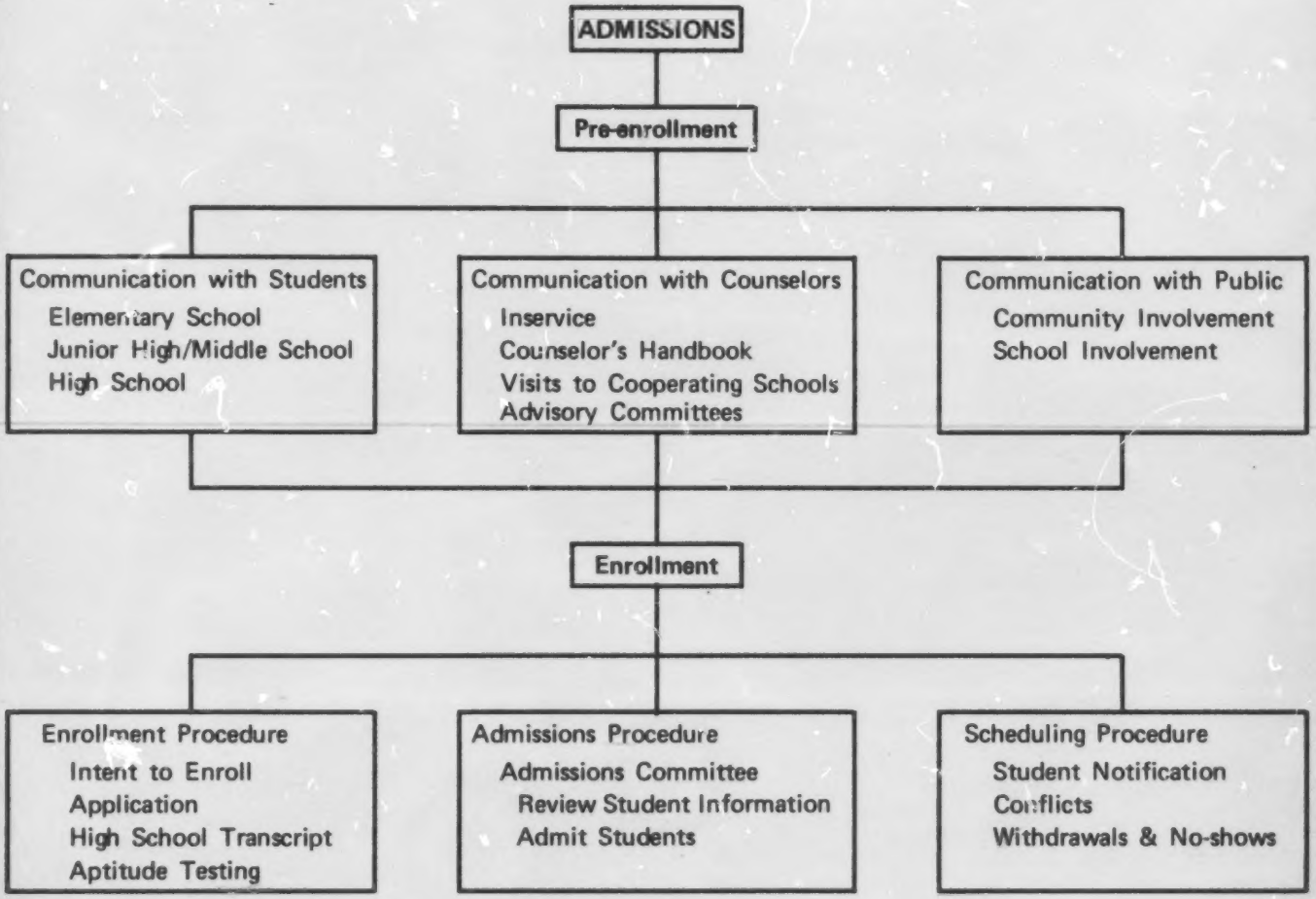
Prosser Student Personnel Services has been organized and job functions assigned in a pattern shown in Figure III. There are three coordinators, one each in the areas of admissions, cooperative counseling, and placement and follow-up. To facilitate and support the educational process at Prosser, the following job functions are divided among the members of the student services team.

* Develop and implement informational programs about Prosser and the world of work with the cooperating schools.
* Evaluate and admit students into Prosser.
* Council and test students for the purpose of placement within a program.
* Monitor all publications originating from the student services office with emphasis on elimination of sex role stereotyping.
* Coordinate student activities with the cooperating school counselors.
* Counsel students on a day-to-day individual needs basis.
* Communicate with cooperating schools and parents about any student problem such as absenteeism, grades, minor discipline.
* Maintain pertinent student records.
* Work with the instructors to prepare students for job interviews.
* Coordinate a Release Time Training Coop program.
* Develop a competency-based list of skills students are able to perform that may be provided to potential employers.
* Make recommendations to the school administrators for programs based on student needs.
* Visit and interview potential employers on labor needs, present and future.
* Maintain an active file of potential employers.
* Conduct and evaluate follow-up surveys of former students.



STUDENT PERSONNEL SERVICES FUNCTION CHART

Figure III



ADMISSIONS FUNCTION CHART

Figure IV

ADMISSIONS

Introduction

To have a successful Student Personnel Services at Prosser Vocational Center, all members of the student services have to operate as a team since many internal functions rely on the success of the total effort. Likewise it is necessary to involve many other individuals in an assisting role. Without the support of our school board, superintendent, associate superintendent, assistant superintendent in charge of vocational and continuing education, and director and assistant director of Prosser, the Student Personnel Services would not have had the expertise nor assistance that was needed to build this program.

Admissions is a portion of the total program of the Student Personnel Services; it operates under the direction of a student personnel services coordinator for admissions whose job functions are to:

* *Maintain* a community liaison service by keeping the community informed about the area vocational center curriculum and provide potential students with information about Prosser.
* *Develop* and maintain records which assist in the evaluation of student programs and offer suggestions for modification or improvement, if needed.
* *Develop* an in-service training program for cooperating school counselors which would encourage and assist them in counseling students concerning vocational objectives.
* *Provide* cooperating school counselors with information about testing and evaluation of students pertinent to vocational programs.
* *Evaluate* and update forms and procedures employed in the admissions process.
* *Admit* students to Prosser within approved policies.
* *Monitor* all publications originating from the student services office with emphasis on elimination of the sex role stereotyping.
* *Develop* and maintain special services for disadvantaged and handicapped students.
* *Maintain* liaison with community referral agencies.
* *Function* as a team member of the total student services unit at Prosser.
* *Schedule* students into desired classes and maintain proper enrollment for a profitable educational atmosphere. (See Figure IV.)

PRE-ENROLLMENT

Communication with Students

Prosser Vocational Center opened its doors in 1969 with 417 students coming from 14 cooperating high schools. The enrollment figures for school year 1977-78 show 1,338 students coming from 18 cooperating high schools. This represent an increase of 921 students since the center began (Insert 1). After looking at the enrollment figures people might ask the following questions:

* *Why* is Prosser's enrollment increasing at a steady rate?
* *What* is being done to recruit students?
* *Who* is doing the recruiting?

The answer to the last question suggests an answer for the first one: practically everyone with an interest in Prosser is recruiting; thus enrollment rises.

The most important people who are participating in recruiting and who are being the most influential are Prosser students. The most recent research points out that students who are presently enrolled at Prosser first heard of the Center from former students more than from parents, teachers, or counselors. What present students think about their training is of great importance to the future of Prosser (Insert 2).

One of the main elements of the admissions process is communication with the community, with the cooperating high school counselors, and most importantly, with the students. Communication with the students starts with career education.

Elementary. Career education starts at the elementary level in the New Albany-Floyd County Schools by helping each student develop a positive self-image, social interaction, positive work habits, and a general awareness of the world of work. During the elementary years, students explore various occupational clusters by going on field trips, having speakers come into the classroom, seeing filmstrips and slide presentations, and participating in occupational exploration experiences. During the 6th grade all students in this corporation come to Prosser for a tour of the facility (Insert 3). This is a very impressionable age for students to learn what is available in vocational training.

Junior High/Middle School. Because studies show that most students make a tentative decision during the eighth grade as to what vocation they will follow, all eighth grade students are given the Differential Aptitude Test (D.A.T.) and the Career Planning Program package, published by The Psychological Corporation,

New York. The results are disseminated to parents and students by the cooperating counselors. After the occupational awareness activities and testing are completed, the counselors help the students complete the high school plan of work cards. Students who wish to go to college or enroll in the more technical vocational programs are urged to take the more difficult math and sciences courses. Also during these years instructors and students from Prosser go to the junior high/middle schools and talk to students about the areas of training that are available to them.

High School. Communications with the high school students begins with a slide-talk presentation to tenth grade students by the coordinator for admissions. This presentation, which is the coordinator's second contact with the potential vocational student, is given at each cooperating school during January and February. The coordinator for admissions gives a verbal narration with the use of 35mm slides to explain the various vocational courses that are available at Prosser. There are from three to five slides of each course which show the facilities, equipment, and students at work. During the presentation, the different steps of the admissions process is explained, along with a brief explanation of Prosser's policies and regulations. After the slide-talk presentation interested students come to Prosser for a visitation. Posters are also distributed to cooperating schools (Insert 4).

According to the student interest survey (Insert 2) the student services staff found that students were influenced to attend Prosser more by the visitation than by any other method of recruitment, even personal contact.

At the beginning of each year several students are trained to be tour guides for student visitations; only one student guide is out of class at a time. This method gives the visiting students a chance to find out about Prosser and Prosser's classes without an adult present. There are several advantages to the visitations for visiting students. They can:

* *See* and hear the equipment being used.
* *Talk* to students their own age about training, cost and length of courses, and job opportunities available in each area.
* *Have* sufficient time to change their class choices before filling out their application for enrollment.

There are a few disadvantages too:

* *Student* guides are out of class.
* *Visiting* students sometimes interrupt classes by going through areas while lectures are in progress.

Most instructors do not complain about this since they realize that the quality of their future classes is directly related to this communications technique.

Communications with Counselors

Prosser Vocational Center is considered to be an extension of each cooperating high school; as such its student services unit involves cooperating school counselors in all decisions that concern student welfare. The student services unit has established counselor's advisory committees, an admissions committee, and, when needed, committees to work on specific concerns. The fact that counselors have had input into all policies adopted for the admissions process is one of the reasons why Prosser's student services unit has been successful.

Using this technique, the cooperating school counselor has the primary responsibility for communicating with students and for helping students make vocational choices which fit their interests, aptitudes, and needs. It is important that counselors are knowledgeable about or have had work experience in business and industry so they can establish a working relationship with students and help them separate valid and invalid reasons for entering or not entering vocational classes.

In-Service. The admissions coordinator uses the following in-service activities to keep the cooperating school counselors informed:

* *Business and Industry Visitation.* Counselors need this kind of information:

  Types of employees that are needed.

  Additional training that is required.

  Current employment trends.

  Future employment possibilities for vocationally trained students.

In order to help the cooperating school counselor become better informed, the student services staff takes the counselors on field trips to local industries and also has the personnel managers from business and industry present programs during counselor meetings. The visitation is more time consuming and costly, but it is also more beneficial than the personnel manager's presentation. Both types of programs can be spaced every two or three years after the initial program. This type of in-service training helps counselors by giving them an opportunity to see and hear first-hand where the majority of students are going after completion of vocational training. Many counselors have said that these are the best in-service programs they have attended.

* *State Department of Public Instruction.* Another communications activity that student services has found informative for in-service programs is inviting personnel from the Division of Vocational Education and Pupil Personnel Services of the State Department of Public Instruction (D.P.I.) to bring the counselors up to date on activities at the state and federal level concerning title programs that will be available, future state conferences, pending legislation, and other pertinent information. These programs not only benefit the counselors, but also benefit D.P.I. by giving them the opportunity to disseminate information to 36 counselors at one meeting.

* *Instructors.* An excellent method of imparting information to counselors about vocational programs is to invite the vocational instructors to counselor's meetings to explain their curriculum. Counselors need to know the aptitude, abilities, prerequisites, and interests a student should possess before entering each program. Because instructors are the experts in their training area and enthusiastic about their programs, they can explain them to the cooperating school counselors better and more briefly than the student services staff. This gives the counselors a chance to become personally acquainted with the instructors and learn about their backgrounds, philosophics, and relationships with students.

Counselor's Handbook. In order that counselors have information on hand to use concerning Prosser, the student services staff has developed a counselor's handbook. Items that can be found in the handbook include:

* *Complete* participating school directory.
* *Course* outline of each course offered and length of courses.
* *Admissions* policy.
* *Parts* of the D.A.T. used for admissions.
* *Student* policy handbook.

The counselor uses this handbook during counseling sessions as a reference. In the past, individual brochures have been used to describe each area; but, since many schools have misplaced or depleted their supplies and did not request an additional quantity, students did not receive the full benefits of their intended use. When the cost of printing such brochures was also considered, it was found that a ring binder, which can easily be added to or deleted from, is a more reliable and efficient method of distributing information.

Visits to Cooperating Schools. During the year members of the student services staff visit each of the cooperating high schools. A visitation is an important communications technique because it provides an opportunity to visit with the counseling staff, administrators, and instructors at each school. During the visitation, enrollment figures, new programs, and student problems can be discussed.

Instructors at the cooperating schools are an important link in Prosser's admission since they spend more time with potential students than the counselors do and have many more opportunities to discuss future training plans with students. At least one time during visitations, the Prosser staff tries to visit with the instructors in industrial arts, business education, agriculture, and other classes that might be related to courses offered at Prosser. This visitation is useful because the cooperating school instructors are asked to give recommendations for beginning Prosser students on their applications.

Advisory Committees. Cooperating counselors are asked to become members of the various craft advisory committees; this keeps counselors informed and is a benefit to all of Prosser's vocational courses. Counselors can suggest solutions to problems that directly affect students. Counselors are more aware of the daily operation of the school and can anticipate situations the lay members of the committees can not.

The cooperating school counselors are also asked to be members of other advisory committes such as the student services advisory committee and the admissions committee. The work of the admissions committee is one of the most difficult and time consuming committees. At Prosser, this committee has helped set up the admissions procedure by selecting tests, criteria to be used in admissions, forms to be used, and design of the application; and it has also been much involved in the decisions that are made concerning student admittance.

Communications with Public

Vocational centers such as Prosser which must have public support have to communicate with the public through various available media. Prosser involves the community directly – through newspaper articles, open houses, club and class sales, and the work of a school/community liaison officer – and indirectly – through advisory committees, civic and social club visitations, and night adult education courses.

Community Involvement. * *Advisory Committees.* The staff at Prosser has found that, when advisory committes are given responsiblities and asked to become involved, they are a real asset to the different advisory committees of the crafts, superintendent, principal, and counselors. Prosser has approximately three hundred people participating on advisory committees who help keep vocational education viable and up-to-date and also perform a great public relations service by talking with others in the community. The Prosser staff agree with this philosophy: "Labor organizations and management groups can either be passive or enthusiastic supporters of a school; the degree of their support will depend on the extent to which they can be consulted. A trade advisory committee presenting joint labor-management interest in the community can usually enlist the maximum support and cooperation of industry. The efficiency of labor, management, and education, as an education team, is often largely responsible for successful programs of trade and industrial education." (Vocational Division Bulletin N. 288; U. S. Dept. of Health, Education, and Welfare.)

* *Civic and Social Club Visitations.* A large number of social and civic clubs, church groups, P.T.A. groups, service organizations, and other community groups request that a Prosser representative give a presentation during their meetings. Some groups choose to come to Prosser for an evening meal with a tour afterwards. Both types of requests are honored if at all possible since this has proved to be an important method of keeping the public informed.

* *Night Adult Education.* The New Albany-Floyd County Schools have a night adult education program, with approximately 450 students enrolled in courses at Prosser. The majority of these adults are working in business and industry in the surrounding area and communicate with many other people and organizations. Offering these classes benefits Prosser because it makes the school better known to the community.

School Involvement. * *Newspaper Articles.* Another important public relations activity is the use of area newspapers. Here again, Prosser has been fortunate to receive very generous cooperation. A few papers have taken enough interest to do features about the total program, with most papers writing editorials and doing features about individual students, class honors, and awards. The best participation usually takes place when a Prosser staff member writes the article and asks for the newspaper's cooperation concerning publishing enrollment figures or other similiar information.

* *Open House.* During national Vocational Education Week, Prosser sets aside one evening in the week for open house. Information about the open house is sent to all cooperating schools, urging them to make a spot announcement over their intercoms and to get a news article printed in their school papers. A news release is sent to

all local area newspapers. During open house Prosser instructors are asked to be in their teaching areas to put on demonstrations, to have students available to answer questions, or to show slide presentations about their programs. This type of activity is directed toward current students, future students, and the parents of both. It should be scheduled on an evening that does not conflict with too many activities in the local and neighboring communities.

* *Club and Class Sales.* Usually when a class or a club is having a promotion or sales campaign, the public is contacted by the students and through the use of want ads and newspaper articles. Horticulture, distributive education, and food service are involved in this type of selling more than other classes because of their need to distribute products.

* *School/Community Liaison Officer.* A survey of the population of Prosser's student body approximately four years ago revealed that the various minority groups were not being reached. At that time the New Albany-Floyd County Schools employed a person to function as a school/community liaison officer who would have the responsibility of contacting and cooperating with local community service agencies, of working with disadvantaged and handicapped students during identification and admissions, and of dealing with students who are identified as potential drop-outs. Through the efforts of the liaison officer to keep the communication channels open, Prosser has been able to enroll a larger percentage of minorities in vocational courses.

ENROLLMENT

Introduction

A well-developed admissions procedure and complete cooperation in its application are both needed for a successful vocational program. Prosser's open application enrollment policy is one that has been shaped to reflect the philosophies of the student services team and the cooperating school counselors. Even though it is debatable whether this admissions method is superior to other methods such as quota or slot allocation, the student services team feels that student success, advanced instructional level, low drop-out rate, and high graduate job placement can be directly attributed to Prosser's admissions procedure.

An admissions committee comprised of one counselor from each of the eighteen cooperating high schools reviews each application and supportive information and places students into vocational courses. Less than three percent of applications are rejected each year. By utilizing second and third choice areas, additional counseling, and alternative cooperative school programs, few students are unconditionally rejected. An effort is made to insure that students are placed in vocational programs for which they have the basic aptitudes and which will lead to successful employment in the occupation of their choice.

Enrollment Procedures

Counseling. When choosing a vocational program, the student is making a decision that will affect his or her entire life. In essence, students will be removing themselves from the friendly atmosphere of their home school with its organizations and activities, and entering a strange institution with a whole new concept of education. There are typical and difficult questions prospective Prosser students ask.

* *Shall* I enroll in a vocational program at Prosser?
* *Which* program shall I choose?
* *Do I* have to stay if I don't like Prosser?
* *If I* go there, can I still be in sports?
* *Can I* still go to college?

Good counseling can aid students tremendously in helping them make their decisions and adjustments. Careful consideration of aptitude scores, school records, attendance, instructor and counselor recommendations, health surveys, and other factors

which will effect the students' vocational education are weighed very carefully during the admissions process at Prosser.

Calendar. The actual enrollment procedure is usually started a year in advance by the development of a tentative time frame or calendar for the year that designates the dates for counselors' meetings, beginning and ending of classes, slide talk presentations, student visitations, deadlines for applications to be sent to Prosser, testing dates, admission day, student notification and other important dates. (Insert 5). This calendar is vital to Prosser's operation since most cooperating schools have different starting and ending dates and different vacation dates. Its main purpose is to keep everyone informed and to have sufficient time limits built in so the various activities can be accomplished.

Intent to Enroll Survey Form. The intent to enroll survey form (Insert 6) is given to interested students during the slide talk presentation which takes place during January and February. This survey form includes:

* *A listing* of class offerings which students need to discuss with their parents.
* *Questions* for students to answer which will aid counselors when helping them make their vocational choices.
* *A question* which asks students to list three choices for future vocational training so abilities and aptitudes can be discussed in a counseling session.

Most counselors consider the returned survey form as an indication of interest and use it to make their list for student visitation to Prosser. The counselors can also use it as a basis for discussing with students their aptitudes and interests. If a counselor and a student agree that the choice of vocational training is valid then the student is given an application.

Application. Prosser has used several different types of applications for admittance, and has always sought input from the counselors advisory committee when changes were made. It is most important that an application is usable and that all counselors have input into its development (Insert 7).

The application is divided into five main parts:

* *General Information.*
* *Declaration of intent and student records release.*
* *Requirements and qualifications.*
* *Health survey.*
* *High school instructor's and counselor's recommendations.*

General Information. In addition to the usual general information, Prosser adds an item for its third shift classes (3:20 p.m. – 6:00 p.m.), which are scheduled for students who work during the day or academic students who carry a full schedule at their home school and cannot take daytime classes. These students can make their preference for third shift known by checking the appropriate place and can list two vocational areas in case he or she is not accepted in the first choice area.

Declaration of Intent and Student Records Release. This portion asks parents and students to sign and serves as a contract after admissions. The last paragraph (student records release) was added after the Family Rights and Privacy Act was established. This saves the cooperating school counselor time by keeping the records release section a part of the application; however, anytime parents wish to exercise their right to information, Prosser agrees to forward a copy to the cooperating school counselor.

Requirements and Qualifications. This portion was designated to make students do research about their first choice area by checking the occupation information available at their school and by talking to a person presently employed in their chosen area. This technique also helps acquaint the public with Prosser.

Health Survey. This is used by the admissions committee to help identify students with physical limitations or health problems which could jeopardize the safety of the applicant or the safety of members of his or her class at a future time. This also could protect the instructor if an accident happened at the beginning of school before the staff knew every student.

Instructor's and Counselor's Recommendations. This portion was adopted as a quick, easy method of evaluation. It has been Prosser's experience that while most instructors and counselors give students an appropriate evaluation, sometimes they make comments which are not suited to a skill area. The more information the cooperating school instructors and counselors have about Prosser's program, the more realistic the recommendations become.

High School Transcript. When a student's application is filled out completely and turned in, the cooperating school counselor makes a copy of his or her high school transcript and sends both the application and the transcript to student services at Prosser. Among the important items that need to be carefully studied during the admissions process are classes previously taken, especially math, grades made in these classes,

attendance, scores made on aptitude tests, and the consistency between high school credits on the transcript and the class standing checked on the application. The latter is more critical on the one year programs than the two year programs since students on a two year program can earn missing credits by taking an extra summer of classes at their cooperating school before graduation.

After receiving an application and transcript, the student services staff separates the applications according to students' first choices of vocational areas to find out which classes are over-crowded. The applications also reveal which students do not have test scores; these students are notified to report to Prosser for testing.

Aptitude Testing. The use of aptitude tests for admissions was established by the student services personnel coordinator at Prosser when the student selection process began in 1969. Counselors realized the need for information concerning a student's probable chances for success or failure. Several different aptitude tests were reviewed by the counselor's advisory committee. Three tests considered in the final selection process were the Armed Services Vocational Aptitude Battery (ASVAB), the General Aptitude Test Battery (GATB), and the Differential Aptitude Test (DAT).

The DAT. The DAT was the test chosen by the counselor's advisory committee because:

* *It can* be given to a large number of students at one time.
* *Prosser's* computer can be programmed to score it.
* *Student* services can give the DAT and get results immediately.
* *The test* norms meet the grade level requirements.
* *The DAT* has a career planning program if needed.
* *The DAT* can be administered to different grade levels at the cooperating schools and the results still have a high level of reliability.

The DAT has eight different subtests: verbal reasoning, numerical ability, abstract reasoning, clerical speed and accuracy, mechanical reasoning, space relations, spelling, and language usage. Counselors chose to consider subgroups of two or more scores for admission since the results take on an additonal meaning when used together. For example, verbal reasoning and numerical ability together cover the same general area as most tests of scholastic aptitude. Mechanical reasoning and space relations together relate to a student's ability to recognize everyday forms and to visualize concrete objects (Insert 8).

Usefulness. The cooperating school counselors and the student services staff realize that the test results need to be set in proper place when used for admission purposes. The test results must be considered along with all known data concerning the student: academic history, interests and ambitions, attendance, and other information relevant to the student's success.

Admissions Procedure

Admissions Committee. The admissions committee is composed of one counselor from each cooperating high school who also serves as the school liaison officer since Prosser needs a close working relationship with these counselors to insure proper communications and coordination with them. This counselor also has the responsibility for imparting information and materials to the other counselors at his or her school and for sending necessary information and materials to Prosser at the appropriate time.

Functions. The main function of this committee is to admit students to Prosser for training in the various programs. When using this approach, a close working relationship must be maintained at each cooperating school to insure that the counselor on the admissions committee be kept informed of unusual circumstances pertaining to any applicants from his or her school. For example, if a student has been in the hospital for several days, his or her absences would appear as a poor attendance record. This would not only give an inaccurate picture but might hinder acceptance. When the admissions committee meets, the counselors have to share all such information brought from cooperating schools to insure that students are placed in the areas of training that correlate with their interests and aptitudes. More importantly, this process insures that a student has the innate ability to be successful in his or her chosen area of training and to become placeable after completion of vocational training.

Reviewing Student Information. When the admissions committee reviews student information, several items have to be considered and reviewed in a very short time. This necessitates having a clear, concise, readable form, such information as high school records, differential aptitude test results, and high school counselor's recommendations. To speed up the review process, the student's name, cooperating high school, attendance record, and DAT scores are recorded for screening. The aptitude scores are recorded separately and compositely for a better picture of the student's ability. (Insert 9).

When reviewing student information, it is important to note attendance and grades made in subjects that are relevant to the training wanted at Prosser. For example,

students wanting to enroll in the more technical programs such as heating and air conditioning, electronics, industrial and residential electricity, drafting, or machine tool should have an algebra background. If the student has not had algebra then he or she must have high grades in general math. Either algebra grades or high general math grades should correlate with the numerical ability subtest score on the DAT.

Admit Students. Approximately three or four weeks before the first year students are to be admitted, it is necessary to determine the number of second year students that will be returning for the next year. These second year students have to fill out an application just like the beginning students, except that Prosser instructors are required to give the student recommendations instead of the cooperating school counselor. The reason that this step must be taken at an early date is so that the admissions committee will know exactly how many students can be accepted into each program because advanced students have moved on. When the large admissions committee meets for the purpose of selecting students, the total group is divided into three smaller groups. This allows more time to be spent on each student and each program. This technique requires a lot of give and take, and it also requires communication between groups, especially when more students apply than can be accepted.

First Screening. The groups carefully screen all necessary information and select students according to Prosser's Admissions Policy Statement which was prepared by the counselors advisory committee and passed by the principals and superintendents advisory committees, the Prosser administration, and the New Albany-Floyd County Schools Board of Trustees (Insert 10).

When making the admissions selections in over-subscribed areas that are two years in length, students who will be juniors are given priority over seniors. Students who have a low absentee rate are given priority over the students with a high absentee rate unless the high absenteeism can be explained acceptably. Students with high DAT scores and students with good recommendations are given preference.

Third Shift. Assignments to third shift programs are first given to students who apply for them; these students are usually on an academic program at their cooperating high school or have a job that conflicts with their morning classes. Third shift students are required to attend their cooperating school only one-half day unless they are on a academic curriculum. Non-academic students usually start classes in the afternoon which lets them work in the mornings or lets them work later at night and use the mornings for sleep. The balance of the students who are admitted to third shift classes are students with lower test scores, poorer recommendations, and higher absence rates.

List of Alternates. A list of alternates is begun after programs are filled. Two alternates are selected for programs that are offered once a day, such as drafting; four alternates are chosen for classes that are offered both mornings and afternoons, such as machine shop; and eight alternates are picked for classes that are offered three times a day, such as auto body.

Second Screening. At this point, any applicants that have not been accepted into programs or are not on the alternate list are reclassified into two groups: (1) applications where openings still exist according to an applicant's second choice and (2) applications that do not contain second choices or where the second choice program is filled.

The counselors then screen the applications that have second choices in areas where openings still exist. If openings exist where the program is highly technical, the counselors must determine whether or not the student will be able to handle the training and graduate with a saleable skill.

Most counselors call in those students who have not been accepted for recounseling, explain which programs still have openings, and ask whether or not they are interested. If a student who the counselor believes has the ability and aptitude to be successful in one of the available areas is interested, then the counselor calls student services at Prosser for admittance.

After the admissions committee has met, admittance at Prosser is on a first come, first served basis. Students who have had attendance problems or poor academic success are sometimes admitted on probation; this gives them three weeks for adjustment. At the end of that time if they are achieving, they are allowed to remain in the program; if not, they usually realize this and ask to withdraw. Another alternative for such students, if openings are available, would be to transfer to another program which would be more suitable to their interests and aptitudes.

Late Admissions. The cooperating school counselors are periodically notified until the second or third week of classes in the fall term about openings for late admissions. The usual time limit for entry or exit is three weeks, after which most classes have progressed too far for late arrivals to catch up. If a student wishes to withdraw, it is usually too late to enter classes at the cooperating school and still be successful. There are a few exceptions to the above policies:

* *Transfer students:* a student who was enrolled in a vocational program and who transfers into this area is admitted to Prosser any time during the year.

* *Non-successful students:* a student who is enrolled in a vocational area which proves too difficult can sometimes be put into a related program where that student has a better chance of success.

Scheduling Procedure

This part of the admissions process is another vital link with each student and each cooperating school since all of the schools do their scheduling after Prosser completes its scheduling and notification. When the counselors meet for admissions, they are asked to bring a list of students that have to be scheduled at a particular time. Student services adheres to each cooperating counselor's schedules if at all possible. When scheduling students from the various cooperating schools several obstacles must be considered.

* *Bus transportation:* a few schools cooperate on busing. This means that the bus cannot be overloaded, so the students need to be scheduled with approximately 50 percent attending each half day.
* *Restricted curriculum:* smaller schools offer required subjects (English, U.S. History, government, American problems, etc.) only once a day.
* *Extra curricular programs:* band, choir, sports and low interest subjects that students wish to take must be scheduled around since they are offered only once a day.

Student Notification. At the completion of admissions, cooperating school counselors can begin scheduling for a large percent of their students. Most programs are offered twice a day at Prosser; beginning students' classes meet in the morning and advanced classes meet in the afternoon.

The day following admissions, lists are typed from the official office copy which contain the cooperating school, student's name, and the area of acceptance. This gives all counselors a certified list that they can use for counseling purposes. When the scheduling is completed, all students who have been accepted are sent a letter of acceptance which includes the student's time of attendance and program in which he or she was accepted (Insert 11). After the letters of notification for acceptance have been mailed, the names of all the first and second year students are put in the computer so print-outs can be sent to all cooperating schools. These lists are compiled by program area, cooperating school, cooperating school corporation, male and female, eleventh grade, twelfth grade, post graduate, and program area for budget purposes.

Conflicts. Even after the scheduling has been carefully completed, numerous conflicts arise which need to be worked out. Generally, these can be solved to everyone's satisfaction by merely changing classes either at Prosser or at the student's cooperating school, but occasionally a student has to withdraw from Prosser. When this happens, an applicant who is on the alternate list is contacted. If the student is in his or her second year at Prosser and the conflicting class is offered only one time a day, the student services does its best to enter the student in a closely related vocational area.

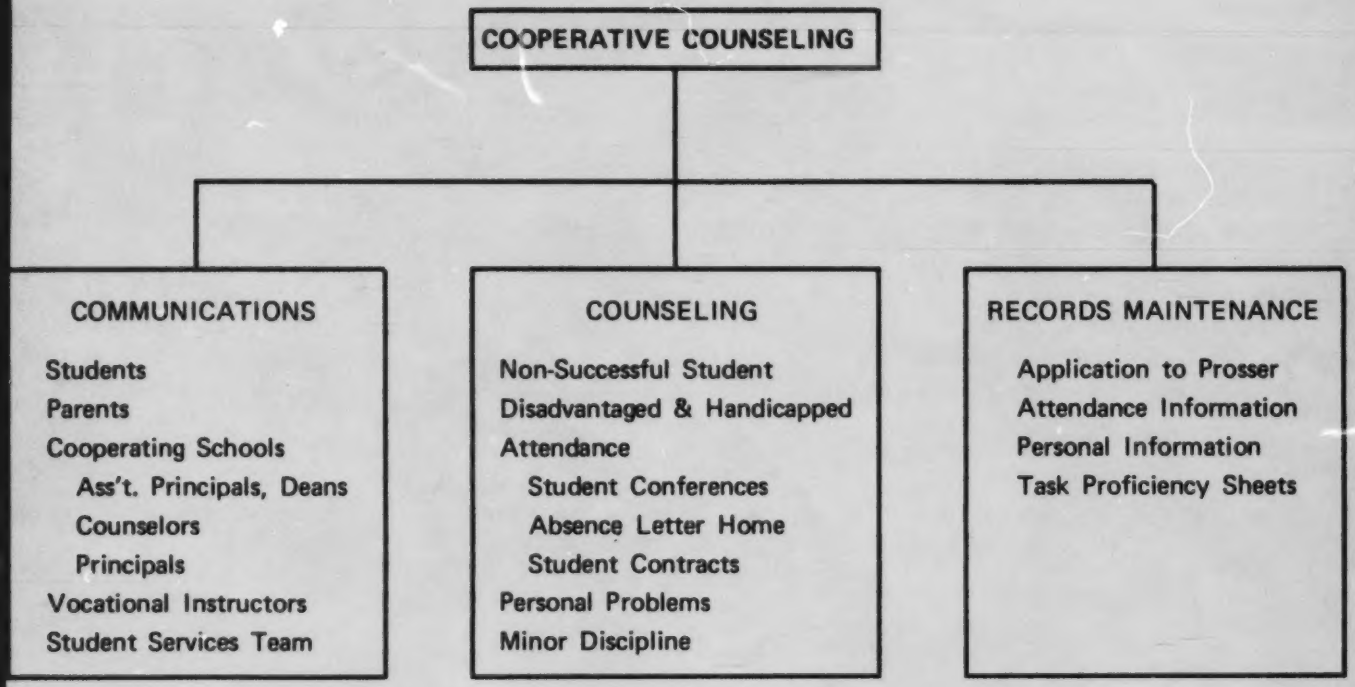
In the fall when classes begin, student services compiles a hand-written student conflict list by taking names from counselor contacts and from student contacts. This list must be maintained by each counselor in student services. The main concern when compiling this list is to make sure that if more than one counselor is working with conflicts, the list is kept up to date and in order since conflicts are worked out on a first come, first served basis.

Usually, during the first two weeks of school, most conflicts can be worked out with very few students withdrawing from Prosser. When students with conflicts can be matched, they trade their classes and eliminate the conflict. For example, if one student needs to take morning class but is enrolled in the afternoon, and another student has the opposite problem, they can merely switch classes and eliminate two conflicts.

Withdrawals and No-Shows. When students are forced to make decisions that affect their schedules eight or nine months prior to the starting of classes, many things change that can alter their original decision. These changes can mandate a student's withdrawal from Prosser and, occasionally, from school altogether. Approximately three weeks after school has started in the fall, Prosser must conform to the average daily attendance patterns established by the State Department of Public Instruction (DPI) for budgeting purposes. Prosser sends computer print-outs to all cooperating school corporations for billing purposes. The statistics report is also completed to show numbers and percentages of students accepted, not accepted or not recommended, accepted and enrolled, and accepted but withdrawn or no-show. This information is also sent to all superintendents, principals, counselors, and advisory committees. (Insert 12).

The counselors advisory committee has agreed to send students who wish to withdraw from Prosser, back to Prosser to get a withdrawal slip (Insert 13); most of them cooperate. This procedure is very helpful because in the past no-shows were not discovered until classes had started. When the counselors do cooperate and send the students for withdrawal slips, student services has the opportunity to try and work out

their problems. The main advantage to Prosser, though, is finding out where openings exist at an earlier date so that the alternates can be notified that they have been accepted. This procedure allows the new student to enroll and be at Prosser at the beginning of classes, instead of having to wait the three or four days to be notified of an opening left by a no-show.



COOPERATIVE COUNSELING FUNCTION CHART

Figure V

COOPERATIVE COUNSELING

Introduction

As Prosser Vocational Center continued to grow in the last nine years, it became apparent that two counselors could not adequately serve the students, the cooperating schools, and employers. A third counselor who is called a Student Personnel Coordinator for Cooperative Counseling was added to the student services program basically to work with students and their cooperating schools and to do so on the basis of communication and teamwork.

This coordinator's job functions are to:

* *Provide* counseling services to students as the need arises.
* *Maintain* communications with cooperating school counselors and parents.
* *Develop* and implement a strategy for early identification of disadvantaged and handicapped students.
* *Coordinate* the tracking of disadvantaged and handicapped students.
* *Cooperate* with special instructors to develop programs in math and communications skills.
* *Counsel* with students who may be potential drop-outs or who may have discipline or absentee problems.
* *Direct* the maintenance of student records.
* *Help* fellow workers on the student services team as much as possible. (See Figure V.)

COMMUNICATIONS

Students

The most important group with which good communication and teamwork must be maintained is the students. This is done through Prosser's printed student information guide which is updated each year. This guide covers school rules for attendance, student costs, school calendar, safety practices, student operation of automobiles, clubs, and

certificates. Prosser also has a large group orientation session at the beginning of the school year to go over these rules and regulations. The placement coordinator and cooperative counselor follow this up with small group sessions in the individual classrooms to discuss each vocational area more completely and to answer questions.

Parents

Prosser maintains close communications with parents because good teamwork between the home and vocational school is essential. Parents appreciate hearing from the school concerning the welfare of their children. Many times a call from Prosser will head off a problem and save a situation from getting to a critical point. The majority of home contacts concern attendance problems which Prosser tries to deal with as early as possible.

Cooperating School

When Prosser communicates with the cooperating school of an individual student, the contact can be with another counselor, the assistant principal, the dean, or the principal, depending on the seriousness of the problem. Many times the contact is to check how a student is doing at Prosser as compared to his or her work at the co-operating school. Again, attendance is the reason for the majority of contacts; there are few serious discipline problems. Teamwork between schools lets the students know of the joint concern for their academic, vocational, and personal development.

Vocational Instructor

Prosser is fortunate to have a staff which is concerned about its students. Instructors are encouraged to contact student services at any time, keeping the student services team informed of the day-to-day working of students and curriculum, and even contacting the home directly if they have problems. This not only helps relieve the load on student services but shows that the instructors are another vital part of the team that ties the student, the parent, the cooperating school, and student services together.

Student Services Team

Teamwork and communication are essential for the internal operations of the school to run smoothly. The team consists of the director, the assistant director, the admissions coordinator, the cooperative counselor, and the placement coordinator. There are many situations in which the members of the student services team have to be away from their desks or phone; so they must be willing to cover for each other

and keep each other updated with what happens daily. Cooperating schools are aware of this and know that they can contact any one of the team; it saves time and makes student services more accessible.

COUNSELING

Non-successful Student

Students often seek counseling when they are unhappy or unsuccessful with their chosen class at Prosser. Many times a simple change in their schedule will solve the problem. Students who are failing usually have three options available to them. They can be:

* *Guided* toward a less technical or less complicated area.
* *Moved* horizontally to an equally technical area of their choosing, if there are openings.
* *Encouraged* to go back to a full schedule at their cooperating school, if they cannot find an alternative which pleases them.

Disadvantaged and Handicapped

Since 1974 Prosser has had two instructors who teach basic communication and basic math skills. These instructors test and rank the scores of all first year students when they arrive at Prosser. Disadvantaged and handicapped students are identified by test scores, instructor observations, records, and grades. Instruction is offered on an optional basis with no grades to all disadvantaged and handicapped students who are enrolled in regular vocational classes and to all junior, senior, and postgraduate students who feel they need help in these areas.

Communication skills program subject areas:

* *Vocabulary Development* – The spelling and definitions of common terms used in their particular vocational trade.
* *Spelling and Listening Skills* – The spelling and listening skills which are specifically needed by workers.
* *Study Skills* – Organization of time and materials.
* *Writing Skills* – Basic sentence and paragraph structure.

* *Business Letters* – Form and purpose of the simple business letter.

* *Exploring Work* – Covers a range of topics from employer evaluations to working conditions.

Math skills program subject areas. Within the mathematics skills program for the disadvantaged and handicapped student, the instructor covers and reinforces basic math principles and applies them to each vocational area. In this program, the students:

* *Combine* fractions, decimals, and percents to understand how important these are in the trade areas.

* *Review* the application of scales and measuring devices.

* *Fill out* work orders and invoices.

* *Compile* data and perform job estimations.

* *Learn* the metric system and compare the metric and English measuring systems.

* *Learn* good study habits and prepare for trade union exams.

Other Assistance. Prosser handicapped students are encouraged to contact the Indiana Vocational Rehabilitation office to become aware of the opportunities that are available to them. The student services team works with the disadvantaged students to get them in school, to keep them in school, and to get them jobs after they are out of school.

Attendance

Poor attendance is the first indication of problems that might eventually lead to failure or withdrawal from school. All vocational staff members work on attendance and stress it daily to students, whether it be at Prosser, at the cooperating school, or on the release time co-op station. Prosser, which has no excused absences, requests students to make up all work missed by coming in early to class or staying late, by coming to third shift classes or night school classes, or by writing special reports. If a student misses ten classes with no make up, he or she automatically fails the semester. Students are required to report to student services to fill out a pink attendance slip after each absence (Insert 14); one copy goes to the instructor and one copy goes in the student's file. After five absences student services sends a form letter home stating Prosser's attendance policy (Insert 15). If after five absences the problem continues, a student conference is held, and in some cases, a student contract (Insert 16) is drawn up if the instructor feels that this will help.

Personal Problems

Vocational students have many of the same personal problems that all students have, problems with parents, broken homes, boyfriends and girlfriends, and getting along with others. Vocational students also have problems that students in the average secondary schools do not have: (1) transportation to and from the vocational school (especially if the cooperating school does not furnish transportation); (2) adjustment to the vocational type of setting (e.g., attending two schools, having vocational class be two and one-half hours in length, instruction with the same teacher for one-half day); (3) stringent attendance policy; and (4) responsibility for make-up classes.

Minor Discipline

A great deal of credit for keeping discipline problems to a minimum at Prosser should go to the instructors who efficiently deal with their own students in the classroom and lab. When instructors do have problems with students leaving class early, returning from break late, being tardy to class, or failing to call-in when they are absent, they handle them individually (Insert 17).

RECORDS MAINTENANCE

Application to Prosser

Detailed records are kept on all students who are accepted into Prosser programs. During the summer, files are started on all new students which include their applications to Prosser, their first and second vocational choices, and the transcripts for the first three semesters of high school work.

Attendance Information

During the school year pink attendance slips, attendance letters, and attendance call-in slips are filed in the students' permanent record folders. This information is used when talking to parents, to the cooperating school, and to employers. The student enrollment card (Insert 18) is also filed at the end of each year.

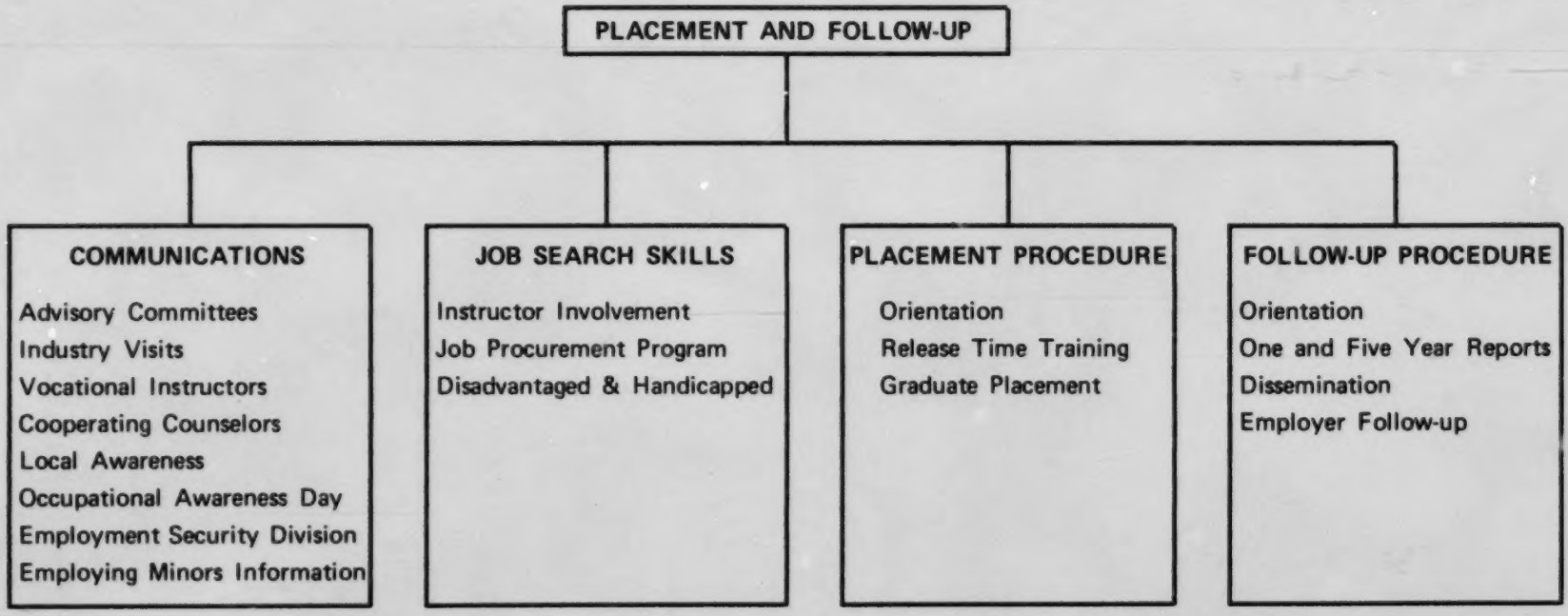
Personal Information

All health information concerning past illnesses and problems, such as epilepsy, asthma, or physical handicaps of any nature, is filed (Insert 19) Insurance forms (Insert 20) showing whether the parent does or does not want school insurance are

also filed; if the school insurance is not taken, the parent must then show that the student is covered by insurance, and must specify the company.

Task Proficiency Sheets

Each vocational field will have several task proficiencies that students should be able to perform. A copy of these is placed in each student's file for his or her benefit in later years. This also helps the placement coordinator assist the student in finding employment. Prosser has combined the permanent record card and folder into one item (Insert 21). The folder has the permanent record information printed on the inside. This was done to save space, time, and money and to improve record-keeping efficiency.



PLACEMENT AND FOLLOW–UP FUNCTION CHART

Figure VI

PLACEMENT AND FOLLOW-UP

Introduction

Prosser's Student Placement Service, which as a part of the Student Personnel Services, is available to all Prosser students or any non-vocational student from a cooperating high school at the request of that cooperating counselor. The service works closely with the counselors from the eighteen cooperating high schools and involves them in the placing of students in their local communities. These counselors have been cooperative in re-scheduling Prosser students to take advantage of the release time cooperative program.

Prosser's vocational instructors, who play an important part in our public relations activities, are the most vital link between students or graduates and job placement, because they are personal friends with many employers and supervisory personnel in local business and industry.

Communications are essential if all persons involved in the placement and follow-up program are to complement each other and continue to improve the overall services. The Prosser Student Placement Service, which involves more than just placing students on the job, bases its activities on the following principles:

* *It must* operate with the team effort of the entire student services unit.
* *The vocational* instructors are the primary people involved in placing students on the job; everyone else functions in a supportive role.
* *A student* placement service should organize an advisory committee of representatives from business and industry, community agencies, and cooperating school counselors to assit them in keeping abreast with current needs and trends.
* *All vocational* students should learn job procurement skills and should maintain a folder which includes job hunting information, a complete personal data sheet, and a resume.
* *A student* placement service should coordinate a release time co-op program to assist students to make the transition from vocational education to employment while still in school.
* *Local business* and industry and the general public must be kept aware of the student placement service and the importance of the vocational center.

* *A student* placement service can only be successful if it is totally honest with the employer and matches the student with the job.

* *A student* placement service should be a year-round activity for all students and for graduates who initiate the contact.

The entire group of persons involved in placement and follow-up must be dedicated to working towards common goals; the coodination of this effort is under the direction of a Student Personnel Services Coordinator for Placement and Follow-up whose job functions are to:

* *Act* as liaison between vocational education and industry.

* *Equip* the student with the necessary job hunting skills.

* *Assist* the student in making the necessary transition from vocational training to employment.

* *Assist* the student in finding employment commensurate with his or her abilities and interests.

* *Conduct* a one-year and five-year follow-up survey annually. (See Figure VI.)

COMMUNICATIONS

Communications is a key element when working with so many segments of the educational system. The cooperating counselors, vocational instructors, and students must be kept informed and involved in all placement and follow-up activities.

Communications is necessary for keeping the vocational center's name before the public and employers, for promoting cooperation in supplying follow-up information, for gaining employer's support and expertise in planning curriculum and facilities, and for keeping the placement service up-to-date on job availability. Being honest and keeping the public and potential employers informed of the vocational center's activities are essential. However, only after students are successful on the job, will the employers contact the vocational center when job openings are available. Even with good communications, a vocational facility may wait several years before being accepted by business and industry. Following are some of the activities that Prosser's Student Placement Service has found to be successful.

Advisory Committee

An advisory committee provides a link between business and industry and the vocational center for the purpose of maintaining and improving vocational education programs. The members are select individuals from business and industry with specific knowledge and expertise to advise vocational educators on the needs of the world of work. The advisory committee should be involved in making recommendations which can be incorporated in the design of student services to meet the needs of students and to fill the employment opportunities of the surrounding area. The advisory committee must be an integral part of the operation, and an effort must be made to use its recommendations.

Prosser's student services advisory committee is made up of the following:

* A female personnel manager
* A female office manager
* A male personnel manager
* A male plant superintendent
* A male cooperating school counselor
* A female cooperating school counselor
* An Employment Security Division representative
* The three members of the Student Personnel Services unit

The number of members on an advisory committee is not important, as long as there is a good representation of the local area. It is sometimes difficult to work with a large advisory committee, and Prosser's student services has found it best to be selective and choose those people who will attend most meetings.

Advisory committees are unique in their ability to provide occupational information and assistance for vocational programs. The advisory committee will not automatically guarantee a successful program, but students are denied the maximum amount of help if a vocational facility does not have interaction from those who will hire its students.

Industry Visits

A personal visit by the placement coordinator to explain the vocational center's services and to emphasize how the center and employers can assist each other is the best method of communication with business and industry. The specific goals of the visits are to:

* *Become* personally acquainted with the people in the personnel department.
* *Explain* Prosser's operation and available services.
* *Become* familiar with the employer's facilities, equipment, and products.
* *Evaluate* the working conditions.
* *Compile* information needed to prepare students for job interviews.
* *Collect* information which assists in the matching of the student with the available job.

The employer file card (Insert 22) is one method of maintaining information about each potential employer. This card gives the placement person a quick reference for the employer information needed in the day-to-day placement activities.

Vocational Instructors

The vocational instructor is the most vital link between the placement service, students, and employers. The instructor who has industrial work experience and is knowledgeable about the rapidly changing world of work is the logical person to "custom match" the vocationally trained students with the available jobs. The placement program will profit when the placement coordinator understands the vocational instructors, keeps them informed, involves them in the total process, and never passes up an opportunity to compliment them on their efforts.

Cooperating School Counselors

Since Prosser is an extension of the 18 cooperating high schools, their cooperating counselors are the liaison persons between Prosser, the cooperating schools, and the local employers. The cooperating counselors have the primary responsibility of helping the students schedule their classes so they will be eligible for the release time co-op program. Many cooperating school counselors are members of the Student Services Advisory Committee and help develop the placement and follow-up activities.

Communications with the cooperating counselors is excellent; however, there are a few placement activities which need to be expanded. A greater team effort is needed to:

* *Provide* job procurement skills classes to all seniors in the cooperating schools. Prosser will loan curriculum, transparencies, and/or teacher assistance to schools upon request.
* *Offer* the placement services at Prosser to all vocational and academic seniors and graduates.
* *Visit* the business and industry in the cooperating schools' local area to secure employment for their vocationally trained graduates.

Local Awareness

Prosser uses public relations activities to keep local areas informed of the vocational center's functions and recent developments in vocational education. Some of these activities are:

* *Newspaper* articles or announcements of activities.
* *Radio* and TV appearances or announcements.
* *Speeches* to local community and civic organizations.
* *Industrial* associations meetings are Prosser which are catered by the commercial foods class.
* *Articles* published in the industrial associations' periodical newsletters.
* *Annual* open house to encourage industry and the public to visit the vocational center's facilities. The invitation letter (Insert 23) is sent to approximately 3,000 potential employers.
* *A Christmas* card (Insert 24) is sent by bulk mail to the approximately 3,000 potential employers to acquaint them with the release time co-op program.
* *The graduate* availability brochure (Insert 25) is sent out by bulk mail to the same 3,000 potential employers in the middle of May to remind them of the vocational graduates.

Occupational Awareness Day

The Occupational Awareness Day (Insert 26) is used to develop a better understanding of how Prosser and business and inudstry can benefit each other. This activity is conducted for vocational clusters rather than for the entire vocational school. The number of employers represented is usually disappointing, but some very good things come out of the Occupational Awareness Days:

* *Students* are interviewed and later hired.
* *Employers* who attend are impressed and recommend we continue the special day.
* *Employers* explain to students what is expected of a good employee.
* *Employers* make suggestions concerning the facilities and equipment.
* *The present* and future curriculum is discussed.
* *The welding* class has received aluminum and stainless steel to practice on and then return to an employer.
* *Contacts* are made and better working relationships are established with a few more employers.

Employment Security Division

The relationship between the New Albany Employment Security Division and the Prosser Placement Service has been naturally beneficial. Personnel from the bureau serve on the advisory committee and speak to and register all Prosser seniors during the job procurement classes.

The New Albany Employment Security office has been helpful in steering the placement coordinator toward employers who are hiring people with the type of job skills Prosser students have learned. The Employment Security's procedures are used as much as possible so that job placements will be credited to the bureau. In return, they make their testing program and counseling services available to vocational students. The bureau sends Prosser a copy of the job openings received during the year and statistics on the outcomes.

Employing Minors Information

Employers are sometimes skeptical about hiring people under 18 years of age, and their insurance companies will discourage this practice. The placement coordinator must be knowledgeable about youth labor laws and be able to explain them so the employers will hire student-learners and graduates who are under 18 years old. In some cases, the employers have demanded proof of the law in writing before they would hire minors under Prosser's release time co-op program.

A placement coordinator in Indiana should secure and become familiar with the following publications:

* *Indiana's Vocational Education Law – 20-10.1-6-7.*

  Cooperative Vocational Programs – Standards. Individual vocational directors might have a copy, or write to the State Board of Vocational and Technical Education; 401 Illinois Bldg.; 17 West Market Street; Indianapolis, IN 46204.

* *Laws for Hiring Minors*

  Bureau of Women and Children; 1013 State Office Building; Indianapolis, IN 46204; Attn: Mrs. Evie Constant.

* *Work Permits*

  School superintendents have the responsibility of providing this service.

* *A Guide to Child Labor Provisions of the Fair Labor Standards Act*

  Write to the U. S. Department of Labor; Workplace Standards Administration; Wage and Hour Division; Washington, DC, and ask for Child Labor Bulletin No. 101. This brochure will serve as a guidebook for a work release program.

* *The booklet, "Vocational Education – Pathway to Work and Pay"*

  was printed for Prosser's potential employers to use as a guide when hiring Prosser's vocationally educated students or graduates.

JOB SEARCH SKILLS

A vocational center's success depends upon the extent to which its students are prepared to enter the labor market and on assistance given them to make the transition from the vocational training to the job. Prosser's placement service's primary goal is to equip all the vocational students with the necessary job search skills and to assist them in finding employment commensurate with their abilities and interests.

Instructor Involvement

Prosser's vocational instructors assist the student placement services in preparing students in job search skills. The instructors work with their students every day in a variety of ways to impress upon them what is expected by employers and what they, as employees, will have to do to meet these demands. The instructors assist the students in developing the right behavior and work traits by simulating industry in lab work, taking field trips, using audio visual materials, and bringing speakers in from business and industry.

Prosser's instructors are aware that attitude is the most important factor in securing employment and succeeding in a job. They encourage the students to look at the good side of a job and the people they work with and to exercise control over their personalities so they can become the kind of persons employers need.

Job Procurement Program

Prosser's student services and vocational staff members believe that looking for a job is a skill to be learned like any other skill. Even after a student has developed vocational skills, there are some important aspects of seeking employment he or she must still learn. The vocationally trained student must be able to sell his or her skills to an employer.

Prosser's student services introduced job procurement classes into the curriculum in order to teach students the basic job search skills. The classes, which are conducted for all the seniors and post-graduates, give students a chance to compile a personal data sheet and a completed, typed resume. They also teach them to:

* *Do* a better job selling themselves to employers.
* *Know* where to look for a job.
* *Know* how to apply for a job.
* *Keep* a job.
* *Establish* a positive attitude toward work.
* *Reduce* the time lost between jobs.

The job procurement classes start the first of November and are completed by the middle of December. A class schedule is given to the vocational instructors about four weeks in advance so they can make necessary adjustments in their classes. One week before the first class, a reminder is sent to each instructor and a class schedule is posted in the faculty lounge.

The students are divided equally into the four job procurement classes that are scheduled every other week, Monday thru Thursday, with a make-up class held on Friday. By scheduling the classes every other week, the vocational instructors have time to work individually with their students' assignments before each group returns for the next class a week later. The four job procurement classes include the following:

First class meeting: 1¼ hours (Insert 27)

The first class is started by giving the students an overview of why the job procurement classes are being conducted, what topics will be discussed, what is expected of each student, and what benefits each student can derive from participation in the class. The students are told to listen and take notes, but not to attempt to complete the activities during the class period. The students' vocational instructors will assist them in correctly completing the activities before the second class is held a week later.

This class is organized on the principle that students cannot make intelligent decisions concerning employment until they understand their own attitudes toward people and situations. It assumes that, when students are selecting a job, they must learn all they can about themselves, become aware of their lifestyle, goals, interests, aptitudes, abilities, and personality traits, and to what degree each will influence their lives. To assist the students in understanding themselves, they are given an attitudinal inventory and a "know yourself" exercise. The students are told to complete their self-concept exercises at their leisure and that no one will see the results unless they desire to share them. The following job search aides are introduced and discussed during the first class meeting:

* *Personal* data sheet.
* *Resume* examples – "the passport to a job interview".
* *Resume* worksheet.
* *Introductory* letter.

The Prosser seniors are given one week to complete the personal data sheet and the resume; this allows the vocational instructors time to assist students during regular class periods.

Second class meeting: 1¼ hours (Insert 28)

A check is made to see how many students have completed the personal data sheet and resume. The students are given another chance to ask questions and about parts with which they had trouble. There are always several who have lost their handouts, and who must be given another set.

Each student is given two job application examples which are discussed in detail during this class. The students do not fill them out at this time but make notes in the margins so they can fill them out later with their instructors. Other job applications are shown to emphasize the information that is standard on most of them.

The students are told what to expect when they enter a firm to fill out an application and what items to take with them. They are instructred to be equipped with pencil and pen, completed personal data sheet, an original resume, and a portfolio of their work if possible. This preparation will build the student's confidence and assist the potential employers in the hiring procedure.

Everything the students have completed up to this point in the job procurement classes has been for the purpose of getting an interview. During this class the instructor covers the purpose of an interview, how one prepares, the mechanics of an interview, questions which will be encountered, and the interview follow-up. It is stressed that everyone is somewhat nervous during an interview, but that the better prepared a person is, the more likely he or she will have a good interview. The importance of that thirty minute period in determining the student's future job career is emphasized.

Third class meeting: 2½ hours.

For this class the seniors are divided into four subgroups. Local personnel managers are invited to Prosser to tell the students what they look for when a person comes to their firm to apply for a job. Students are encouraged to write down questions in advance and to check to see if the student placement service is giving them an accurate picture. Some of the personnel managers have sent applications to be filled out before they arrive and then use them as the basis for a discussion or mock interviews. The personnel managers Prosser works with have always welcomed the opportunity to talk to the seniors and post-graduates.

A field representative from the United States Social Security office is also on the program to explain its functions and services. The representative gives a twenty-minute presentation on social security's history, its functions, and the ways persons become qualified to receive its benefits.

This class period is also used to inform the students about the Indiana Employment Security Division's services. The employment security representative gives a short history of the agency and tells how it is maintained. All the student fill out the ES-511 application and work form at this time so they will be registered for assistance in acquiring a job. By pre-registering students with the Employment Security Division, Prosser can give the placement credit of seniors to the division, which consequently helps them in the placement percentages that they send to Washington, DC.

Fourth class meetings: 1¼ hours (Insert 29).

The following sources of job information and their characteristics are listed and discussed:

* *Prosser* Student Placement Services.
* *Indiana* Employment Security Division.
* *Want ads* in newspapers, professional journals, and trade magazines.
* *Industrial* and craft unions.
* *U. S. Civil* Service Commission.
* *Private* employment agencies.
* *Yellow* pages, industrial directories, and chamber of commerce directories.

The math skills instructor explains and gives the seniors examples of pay checks, payroll terms and deductions, banks, and budgets. These examples are used as references later when students work individually with their vocational instructors.

The Family Rights and Privacy Act is explained, and the students are made aware of their rights. Each student is given a copy of the permission to release information form and is instructed to make sure it is filled out correctly, signed, and turned into the student personnel office (Insert 30).

The Prosser Release Time Training Co-op Program is explained, and the seniors are told the correct procedure which must be followed to be eligible. Having one person introduce this program insures that all student receive the same information about the release time co-op program.

Disadvantaged and Handicapped (D & H)

Job procurement skills are also an important part of the eleventh grade D & H communications skills class. The students write individual resumes and learn the correct way to complete job applications and prepare for employment interviews. This prepares D & H students for their participation in the job procurement program during their senior year.

PLACEMENT PROCEDURE

The placement program is a part of C. A. Prosser's Student Personnel Services, but is managed by a full time placement coordinator. This person must have a knowledge of the geographical labor market and be able to work with representatives of business and industry, as well as instructors and students.

Orientation

There is a continuous need to keep students informed of the available services so they can use them intelligently. The job placement services and the follow-up activities should be brought to the students' attention during the general orientation meeting the first day of school. Also, in the first few months of each school year, a visit should be made to each vocational area and a more detailed description of the placement program and the correct procedures presented to the students. This short visit will help the placement coordinator's relationship with the students, and will help alleviate the problem of students receiving inconsistent information.

Job Procurement Classes. All seniors and post graduates are given job procurement classes prior to the Christmas vacation to assist the students in seeking, finding, and retaining employment (as was described in detail previously). The immediate goal of these classes is for every vocationally trained student to complete a personal data sheet and a typed resume.

Available Jobs. Finding available job openings takes an all-out team effort. The vocational instructors are the key people in a placement program, and everyone else works in a supportive role. Although a job cannot be guaranteed to every student, an exhaustive attempt is made to find jobs for those students who are truly qualified, interested, and can be recommended.

Instructor Selects Students. The instructor is the only person who knows the student's level of skills and the employer's needs, and who can thus match the student with the right job. The placement success will be greatly affected by the instructor's ability to "custom match" the student's interests and abilities to a particular job opening.

The instructor has completed a Task Proficiencies and an Attitude Work Traits Sheet on each student at the end of every semester. All of these semester reports are combined on one form which becomes the student's Employability Profile (Insert 31) upon graduation.

This Employability Profile is also used during the summer months when a job becomes available while the vocational instructors are on vacation. No one person could be expected to know all of the vocational students well enough to be able to give them individual job references, but a tool like the student's Employability Profile makes individual references possible.

Placement Service Interview. This step is usually for the students who are being sent for a release-time job interview. The vocational instructor recommends the students who are right for the job and they are then interviewed by the placement coordinator for the following reasons:

* *To make* sure the student knows something about the firm that has the job opening and directions for getting there.
* *To set-up* the interview with the employer.
* *To make* sure the student's Personal Data Sheet and Resume have been completed.
* *To explain* the procedure for acquiring a work permit.
* *To give* the student an Introductory Card (Insert 32) to introduce him or her to the employer. The employer then sends the bottom half of the card back to inform C. A. Prosser of the interview results.
* *To review* if necessary the importance of first impressions and the rules of how to interview well.
* *To check* the student's high school schedule; cooperating counselors will change the cooperating school class schedule so the student can work more hours, if possible.

Besides the placement service interview, some instructors use a few additional preparation activities. A few instructors will stand the student who is going for an interview before the class and let the classmates decide if the student's preparation and appearance are satisfactory. Other instructors require their students to dress for class as if they were working in the business world every day.

Employer Interview. When this stage is reached, all assistance stops, and the students are on their own. This important stage depends on and is determined by the previous preparation that has taken place.

Student Reports On Interview. Students are asked to report the interview results to the placement coordinator. It is important to know what questions were asked, how the student felt about the answers, if they received any encouraging comments, and whether student follow-up is necessary. If school is still in session, some of the instructors form a panel or let the individual who was interviewed relate his or her experiences to the entire class. This gives the class members a chance to ask about the interview and learn from their classmate's experience.

Release Time Training

When students are hired in jobs directly related to their vocational training, they must fill out a preliminary information form (Insert 33) which is signed by their instructor. The preliminary form information is then used to type up four copies of the Release Time Training Agreement, (Insert 34) and it becomes the record for student services until the signed agreement papers are returned by the employer.

Once the Release Time Agreement papers are typed, it is the student's responsibility to have the papers signed and distributed to the right people before he or she starts working. When student-learners are employed, the employer and the vocational center are required to have a copy of the signed agreement form on file.

Child Labor Laws. Student-learner employment is within the provisions of all state and federal child labor laws and existing labor/management agreements. The child labor bulletin No. 101 provides all essential guidelines for hiring vocationally trained students and graduates. It becomes the vocational center's responsibility to keep the potential employers informed if it expects to build confidence and a cooperation in their relationship.

Communication With Employers. The pamphlet, *Vocational Education, Pathway to Work and Pay* (Insert 35) was developed in an attempt to explain C. A. Prosser's Student Placement Services to business and industry, and to act as a guide when an employer hires vocationally educated students or graduates. This booklet will assist vocational guidance personnel in their visitations to business and industry to explain the work experience program and the youth labor laws. The booklet has been helpful when an employer calls with a question because he or she can be referred to a specific page number for clarification.

A Release Time Training Employment Rating Sheet (Insert 36) is also included with the agreement papers to allow the employer's input for the nine-week grade. It is

the student-learner's responsibility to know when the instructor wants the evaluation and to see that his or her immediate supervisor fills it out. The employer's evaluation plus the weekly report to the vocational instructor are the bases used for the nine-week grade.

Communication With Student-learners. It is mandatory that each student-learner make a weekly contact with the vocational instructor, but the method of reporting is decided upon by each instructor. Some instructors require all the student-learners to attend a regular class session the same time each week, and others use the daily work report (Insert 37). This sheet must be brought in some time during the week to be discussed with the instructor for about ten to twenty minutes. This completed weekly report becomes the instructor's record of the student's work experience.

The instructor or the placement coordinator must previously visit the firms in which Prosser's student-learners are working. Periodical visits or phone calls are additionally made to check on the student-learner's progress. Instructors usually have a contact person from each firm, and the placement coordinator should strive to become acquainted with this person and with the personnel department.

These visits are used to locate openings, to become familiar with the personnel, facilities, equipment, and products, and to trouble-shoot and assist the students in their transition to the world of work. Student-learners having difficulties are handled in the following ways:

* *Student-learners* are pulled back into the vocational course for assistance and then sent out on the job again.
* *Employers* come into Prosser with the student-learner and the difficulties are dealt with.
* *Weekly* visits and related information are helpful to most of the student-learners.
* *Instructors* may travel to the work site to help students overcome their difficulties.

Graduate Placement

Release time training placement occurs the last semester of a vocational course provided that the students can be recommended, but the student-learners are considered Prosser students until after graduation. They are not eligible for unemployment compensation, and if their jobs are called off for any reason, they are expected to be in class. Even though students are paid, this is primarily an educational program designed to give Prosser students the best vocational education possible.

Full-time placement or placement after graduation is available to all the graduates as long as they initiate the contact. Most students enjoy a close relationship with their vocational instructors and stay in contact with them. Prosser's placement services encourages these relationships because eventually the graduates will be in positions to hire people themselves or to know of possible job openings.

When placing graduates, the placement coordinator still works through the instructors unless they are not available; then the student record and Employability Profile are used. An interview may be set up for the student, or job information may be given to the graduate so he or she can make individual arrangements. The placement coordinator has less control over the appearance and preparation of graduates, and it is almost impossible to get them to keep the school informed. The introductory card would keep the placement office informed, but most of the time the graduate cannot stop by Prosser's placement office before going on an interview.

When graduates are on their own it is hoped that all the previous effort and planning will pay off. If the student has completed the Personal Data Sheet, has prepared a resume, can be recommended by an instructor, and works hard to find a job, then the staff's efforts are productive and Prosser Vocational Center is successful.

FOLLOW-UP PROCEDURE

The success of any vocational center and placement service is determined, in part, by the percentage of graduates who are able to obtain and keep full time employment directly related with the vocational training. Prosser conducts the follow-up studies for the following reasons:

* Follow-up of graduates
  - to see how many are employed and what type of jobs they are finding.
  - to show interest in the welfare of our former students.
  - to evaluate the student placement service.
  - to evaluate the place of employment.
  - to evaluate the vocational programs.

* Follow-up of the graduates' employers
  - to evaluate the student placement service.
  - to evaluate the graduates' vocational training.
  - to obtain information about job requirements and trends.
  - to justify or delete present programs.
  - to survey area needs to justify addition of new programs.

Before Prosser designed its follow-up procedure, the following questions were considered:

* *What* type of information is wanted and from whom?
* *What* are the objectives of the study?
* *How* can this data be gathered?
* *What* type of instrument design would be appropriate?
* *Who* will be responsible for designing the instrument?
* *Who* will organize the distribution and collection of this instrument?
* *How* will the data gathered be processed?
* *What* budgetary allowances must be made?
* *Who* will be included in the interpretation of data?
* *Who* will receive the written reports and for what purposes?

Follow-up Orientation

It is important to orient all the potential graduates as to the significance of the follow-up study. This follow-up orientation usually takes place during the job procurement classes, but probably should be scheduled for the middle of May. The students are shown the follow-up forms and asked to self-address them so they can be contacted six to eight months after graduation.

The follow-up results have been greatly improved by:

* *Having* the vocational instructors sign the follow-up survey form.
* *Informing* the students of the purpose of the follow-up study.
* *Informing* the students of the follow-up's potential benefits.
* *Keeping* the follow-up form short and easy to fill out.
* *Constantly* evaluating the survey findings to make sure the information is useable.

One and Five Year Reports

Prosser's placement service conducts follow-up surveys at intervals of one and five years after student graduation. These are a systematic examination of the performance of former students in relation to goals and objectives of the vocational programs through which the students were prepared. The first year follow-up is conducted to:

* *Determine* if graduates are working in a job title for which they have been prepared.
* *Secure* an evaluation of their vocational training.
* *Secure* an evaluation of the Prosser Student Services.
* *Promote* good will and gain future program support.

The five year follow-up is conducted to:

* *Determine* degree of job mobility.
* *Elicit* suggestions for program improvement.
* *Promote* good will and gain future program support.

The one year follow-up study is started in October of each year (see tentative calendar (Insert 38). Prosser's student placement service attempts to contact every graduate. The cooperating school systems want to know what their students are doing to justify the monies being spent to send them to a vocational center.

The follow-up survey mail-back form (Insert 39) is sent to each of the graduates. Two or three weeks later, a telephone call is made to encourage the graduates to mail their surveys. A second survey form is sent out where needed or an attempt is made to gather the information by telephone. The cooperating counselors have been very helpful in making the phone calls that would be long distance from Prosser. A record is kept concerning every attempt to contact graduates, and sometimes only a relative of the student can be reached to supply the needed information. At least three attempts are made to reach each graduate.

Dissemination

The follow-up findings are compiled and listed by high schools and by vocational areas. Each instructor is then asked to examine the list for accuracy and for the possibility that he or she will know something about the graduates listed as unknown.

The follow-up results (Insert 40) are published and disseminated to the following:

* *State Board* of Vocational and Technical Education.
* *Superintendents* of the eleven cooperating school corporations.
* *Principals* of the eighteen cooperating high schools.
* *Counselors* of the eighteen cooperating high schools.
* *Vocational* teachers.

Employer Follow-up

After collecting the data from the graduates, a follow-up form (Insert 41) is mailed to their employers. The employers can give a critical analysis of the employee's work habits and recommendations for changing curriculum or strengthening programs to better prepare students for job entry employment. Other types of information can also be collected at this time, such as available openings, fringe benefits, and potential advisory committee members.

The employer follow-up is conducted basically the same way as the graduate follow-up. The mail-back form is sent to all the employers and includes the name of

a contact person on the outside address. If necessary, after two or three weeks a phone call is made to explain the importance of conducting a follow-up study. Also it is helpful at this time to find out who would be responsible for returning the form and to mail a second survey form to that individual. To avoid becoming a nuisance, student services considers this the last attempt to obtain follow-up information from an employer. Prosser's total final response is usually about sixty percent.

The employers' follow-up is published and disseminated to Prosser's administration and to the cooperating counselors.

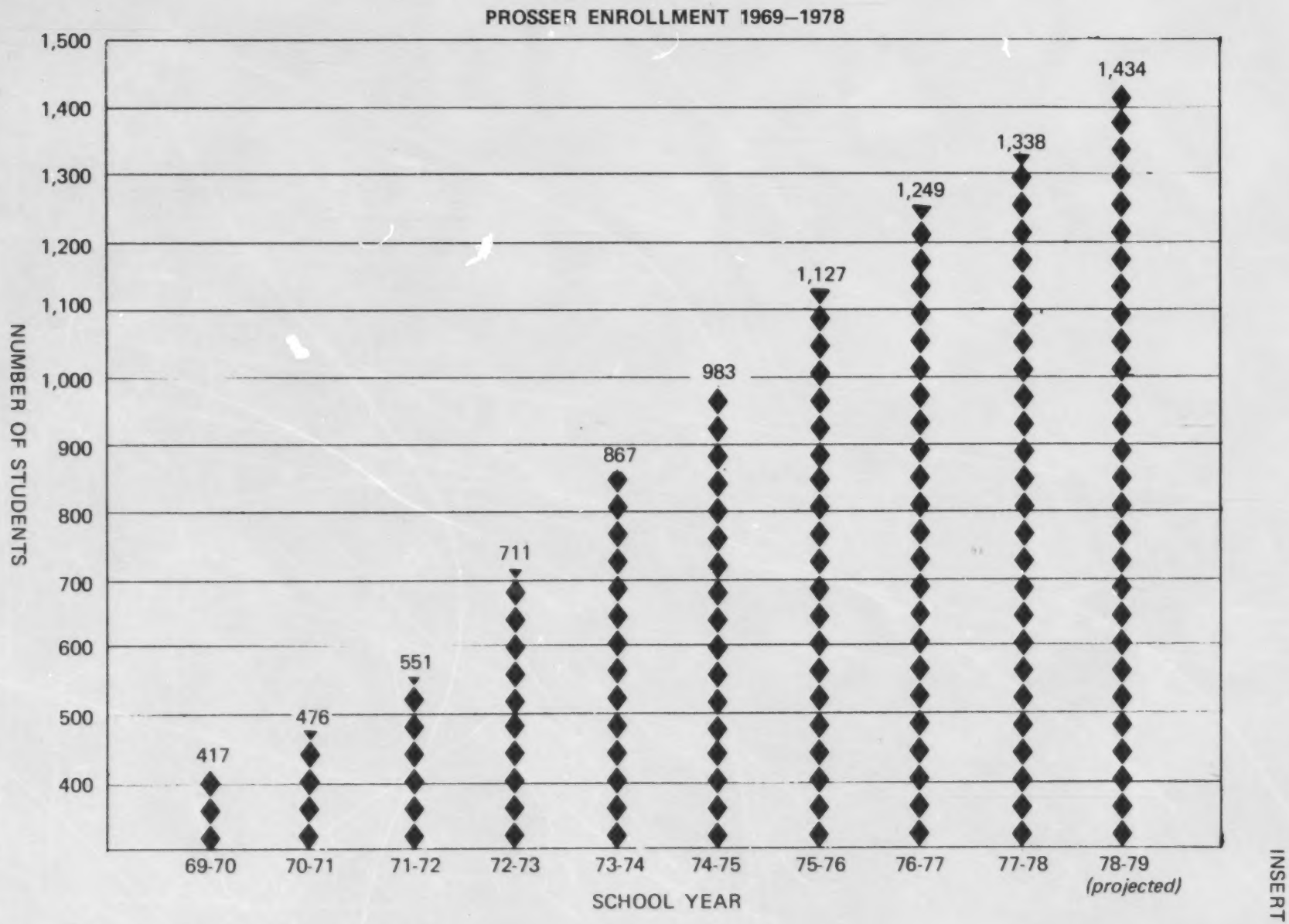
ENROLLMENT FIGURES FOR C. A. PROSSER VOCATIONAL CENTER SINCE 1969-1970 SCHOOL YEAR

PURPOSE:

* To be used for information during the project to show growth rate.
* To be used for information during advisory committee meetings, tours, teachers' meetings, and so forth.
* To be a basis for the expansion of present programs and starting of new programs.

USEFUL HINTS:

The best time for gathering data for enrollment is after the second or third week of school. This allows time for enrollment to stabilize and fits the time element for figuring the A.D.A. (average daily attendance) requirements for the state.


PROSSER ENROLLMENT 1969–1978
NUMBER OF STUDENTS
1,500
1,400
1,300
1,200
1,100
1,000
900
800
700
600
500
400
417
476
551
711
867
983
1,127
1,249
1,338
1,434
69-70
70-71
71-72
72-73
73-74
74-75
75-76
76-77
77-78
78-79
(projected)
SCHOOL YEAR

INSERT 1

STUDENT ADMISSIONS SURVEY

PURPOSE:

To find out who and what influenced students to attend Prosser the most, so our thrust for admissions could be the most influential.

This survey was administered to first year students during the first semester so the information would be as reliable as possible.

This information was also very helpful when we talked to principals and counselors about presentations, tours, and in-service training for counselors.

This survey also helped us convince our instructors that time used for tours was beneficial.

HELPFUL HINTS:

* Keep survey form short and simple.
* Keep survey information by area so each instructor can relate to the information gathered from his or her class.

C. A. PROSSER VOCATIONAL CENTER
STUDENT ADMISSIONS SURVEY

DIRECTIONS FOR SURVEY

1. Please don't put your name on the paper.
2. Please place a check [X] in the box of your choice.
3. Please check only one choice for each question.

I. Who first told you about Prosser?

[ ] A. A friend *56.8%*
[ ] B. Parents or Guardian *6.7%*
[ ] C. Participating School Counselor *23.6%*
[ ] D. Participating School Teacher *4.7%*
[ ] E. Counselor from Prosser *8.1%*

II. Why did you choose to attend Prosser?

[ ] A. To learn a trade *91.2%*
[ ] B. A friend is attending *1.4%*
[ ] C. A dislike for home school subjects *5.7%*
[ ] D. Scheduling prolem and could not take subjects that you wanted at home school *1.6%*
Attended previously in 1972-74. Came back for more classes. – .1%

III. What influenced you the most to attend Prosser?

[ ] A. Counseling by home high school counselor *25.6%*
[ ] B. Visitation by Prosser Counselor to home school *19.1%*
[ ] C. Visitation to Prosser by you *36.6%*
[ ] D. Information from brochures and other publications *18.4%*
[ ] E. None of the above *.1%*
[ ] F. The opportunity of on-the-job training *.1%*

IV. Was the information given you sufficient or adequate to help you make your decision?

[ ] Yes *84.8%*
[ ] No *15.2%*

V . Would you recommend Prosser to other students?

[ ] Yes *98.3%*
[ ] No *1.7%*

VI. If you had the opportunity to re-enroll would you select the same class that you are presently taking?

[ ] Yes *83.6%*
[ ] No *16.4%*

PROSSER TREASURE HUNT

PURPOSE:

To be used by our 6th grade tours to fill out as they visit our programs.

USES:

* The 6th grade students can relate the need for classes they are presently taking to classes at Prosser in the future.
* The students take the maps back to their home school and use them for class discussions during career education.
* The maps serve as an attention keeper during the tour and help to prevent horseplay.

USEFUL HINTS:

* Tour guides need to be trained before tours start.
* Sixth grade instructors need to go with students on the tour so discussion will be relevant when students return to their school

PROSSER TREASURE HUNT

"Ahoy Mate"! This activity will help you identify the wealth of opportunities available to you right here in your own school system. If you think you might like to sign up for a Prosser cruise once you are in high school, and if you can qualify, you can receive this special training at no extra cost. In addition, you still graduate from you home high school. Many people wait until after they graduate to take special training and wind up paying for it themselves. So Buccaneers, keep a sharp look out. You might find a treasure that will not only save you real money later on but will help you earn a good living too.

DIRECTIONS

1. As you explore each training area at Prosser Island, place a small circle around the X on the map. The training areas are arranged in alphabetical order along the Treasure Trail. (The Prosser Island sign points to where the A's begin.)

2. Also write in one of the following subject areas that you are now taking in school. Write the one that you think would help you most if later you were to sign up for that training area at Prosser.

1. Reading	6. Art
2. Math	7. Social Studies
3. Science	8. Music
4. Spelling	9. Health
5. Writing	10. Physical Education

(Ask you trail guide for suggestions)

3. After having visited all the training areas on Prosser Island, mark a large check (√) where you think your personal treasure might be. (The training area you liked best.)

4. Stash this treasure map in your CE & ME Folders back in your class room when you return to the safety of your school.

Prosser Island
Beauty Drifts
Wounded Lobster
Cursus Ocean
Cadaver Forest
Bone Yard
Fright Reef
DEVILS SWAMP
Skull Mound
Cannibal Savages
Quick Sand
Pirate Cove
Ye Olde Treasure Map

HIRE EDUCATION POSTER

PURPOSE:

To be displayed in a larger size (12½" x 18") in counselor's office and on bulletin boards for potential student information at sending schools.

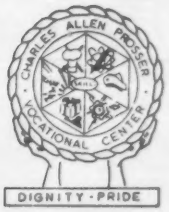
USES:

* Counselors and students use the poster as a reference as to the number of semesters or years a course is offered.
* Counselors and students use the poster as a reminder of what classes are offered.

USEFUL HINTS:

* Print on bright colored paper.
* Reduce size of poster and use for handouts to potential students.
* Keep as much open space between print for easy readability.

HIRE EDUCATION



PROSSER VOCATIONAL CENTER

VOCATIONAL OPPORTUNITIES

ATTENTION SOPHOMORES – TWO YEAR COURSES

- Architectural Drafting
- Auto Body Repair
- Auto Mechanics
- Brick & Block Laying
- Building Trades
- Cabinet & Mill
- Cosmetology
- Data Processing
- Diesel Mechanics
- Distributive Education
- Electronics
- Engine Rebuilding
- Engineering Drafting
- Commercial Foods
- Horticulture
- Heating, Air Conditioning & Refrigeration
- Industrial Co-op Training
- Industrial/Residential Electricity
- Institutional & Industrial Maintenance
- Land & Marine Engines
- Machine Tool Operation
- Parts Department Training
- Printing (Graphic Arts)
- Truck & Bus Mechanics
- Welding

ATTENTION JUNIORS

ONE YEAR COURSES

- Health Occupations
- Intensive Office Lab

ONE SEMESTER COURSE

- Data Entry/Key Punch

"A great chance for college bound and students with full schedule..."

Late Afternoon Classes–3:20p.m to 6:00p.m

AVAILABLE IN MOST OF THE ABOVE CLASSES

SEE YOUR COUNSELOR!!!

APPLICATIONS — MAYBE OBTAINED FROM YOUR COUNSELOR WHO WILL HELP YOU DETERMINE YOUR CAREER CHOICE.

HIGH SCHOOL CREDIT — PROSSER STUDENTS RECEIVE THE SAME AMOUNT OF CREDIT AS YOU WOULD RECEIVE FOR TAKING 3 CLASSES AT YOUR HOME SCHOOL.

PRE-APPRENTICESHIP — PROSSER VOCATIONAL CENTER PROVIDES EDUCATION AND TRAINING RELATED TO MANY APPRENTICESHIP TRADES IN THIS AREA.

PLACEMENT — PROSSER STUDENT SERVICES HELPS GRADUATING STUDENTS WITH JOB PROCUREMENT SKILLS, JOB CONTACTS, AND EMPLOYMENT INTERVIEWS.

TENTATIVE TIME SCHEDULE

PURPOSE:

To be used by counselors and principals as a tentative schedule so important events for enrollment can be planned in advance.

USES:

* To be used by Prosser Student Services and participating schools as a reminder of deadlines that have to be met for enrollment.
* Since most schools do thier scheduling after Prosser's scheduling is completed, the participating schools need to know when they will be notified of student acceptance and scheduling here at Prosser so each participating school can begin its scheduling.
* Many participating schools have graduates who are interested in the Licensed Practical Nursing Program, so this is a reminder of important dates for this program.

USEFUL HINTS:

* Leave ample time between each deadline to allow for the unexpected.
* Schedule events so time is available for the participating schools to meet their deadlines.
* Think about the concerns of all people and all schools when making the schedule.

TENTATIVE TIME SCHEDULE

ENROLLMENT PROCEDURES 1977-78

November 10, 1977
Testing for February L.P.N. Class.

December, 1977
Notification of admissions into February L.P.N. class.
Distribution of new applications.

January and February, 1978
Slide talk available to Sophomore classes and specific areas upon request.
Visitations to Prosser by participating school students.
February 13, 1978 – Spring Licensed Practical Nursing class starts.
Open House, Tuesday, February 14, 1978.
Students seeing home school counselors & making career choices.

February 28, 1978
Applications completed and sent to Prosser.

March 7–10, 1978
Testing participating school students.

March 20–24, 1978 (inclusive)
Spring Vacation

April 5, 1978
Area Counselor's Meeting (Admissions Committee reviewing applications & accepting students.)

April 14, 1978
Acceptance list sent to participating schools.
Periodic notification of class closings.
Re-counseling students toward second choice selections.

April 24–28, 1978
Testing L.P.N. candidates for September, 1978 class.

May 26, 1978 – September 1, 1978
Continue counseling and accepting students.

INTENT TO ENROLL SURVEY FORM

PURPOSE:

To help the student remember what classes are available when talking to their parents and counselors about their vocational plans.

USES:

* This survey is handed out to the students immediately following the slide presentation at each participating school.
* The students are asked to take the survey home and discuss their vocational choices with parents and persons employed in their fields of interest.
* The students are asked to list three choices for vocational training so abilities and aptitudes can be discussed in a counseling session.
* The questions at the bottom of the page should give the counselor information concerning the student's interest.

USEFUL HINTS:

* Ask counselors to check differential aptitude test scores against student's choices for training to help eliminate the disappointment of not being admitted in the more technical areas.

PROSSER VOCATIONAL CENTER SURVEY

DIGNITY - PRIDE

NOT AN APPLICATION

This survey is to be completed and returned to your counselor who will help you evaluate your interests, abilities, and aptitudes. Please respond to this survey as frankly and honestly as possible.

DIRECTIONS: Review the course offerings. If you have an interest in taking a Vocational Program, please print your choices of occupational training in the box provided below.

AGRI-BUSINESS
- Horticulture

BUSINESS EDUCATION
- Data Processing/Computers
- Intensive Office Lab (seniors only)
- Data Entry – Key Punch (seniors only)

DISTRIBUTIVE EDUCATION
- Marketing Distribution and Sales Occupation (Laboratory)

FOOD INDUSTRY
- Commercial Baking
- Commercial Food Preparation
- Waiter/Waitress Training

HEALTH OCCUPATIONS
- Introduction to Health Occupations
- Licensed Practical Nursing (graduates only)

ON-THE-JOB TRAINING
- Distributive Education Co-op (seniors only)
- Industrial Co-op Training (ICT)

TECHNICAL
- Architectural Drafting
- Electronics
- Engineering Drafting

TRADE AND INDUSTRY
- Air Conditioning, Refrigeration and Heating
- Auto Body Repair
- Auto Mechanics
- Brick and Block Laying
- Building Trades (Carpentry)
- Cabinet and Mill (Cabinet Making)
- Cosmetology (Beauty Culture)
- Diesel Mechanics
- Engine Rebuilding
- Industrial & Residential Electricity
- Institution/Industrial Maintenance
- Land and Marine Engines
- Machine Tool Operation
- Parts Department Training
- Graphic Communications (Printing)
- Truck and Bus Mechanics
- Welding

Please print your choices for Vocational Training

1st Choice _____

2nd Choice _____

3rd Choice _____

NOT AN APPLICATION

DIRECTIONS: Check (X) to indicate your answer to the following questions.

Yes ___ No ___ Do you have access to information about the occupations you have considered?

Yes ___ No ___ Are you familiar with the employment possiblities in the area in which you live?

Yes ___ No ___ Have you discussed your future vocational plans with your parents or guardian?

You must see your counselor to obtain a Prosser application.

NAME _____ GRADE _____

HOMEROOM _____ SCHOOL _____

VC 104

APPLICATION FOR ENROLLMENT

PURPOSE:

To gather information about students interested in enrollment.

USES:

* To obtain personal information needed for student identification.
* To secure parent's signature for release of the applicant's previous scholastic ability, attendance, and grade level.
* To have evidence that the applicant has done some research concerning his or her choices of training programs.
* To try to find out about health problems or physical limitations that might need special considerations.
* To get recommendations from participating school instructors and counselors concerning the applicant's ability to succeed in his or her chosen vocation.

USEFUL HINTS:

* Inform all counselors and instructors about the importance of giving a valid recommendation.
* Instruct counselors to make sure the application is complete before sending to Prosser.
* Instruct counselors that the admissions committee must have a copy of the applicant's records sent to Prosser with the application.

CHARLES ALLEN PROSSER VOCATIONAL CENTER

4202 Charlestown Road
New Albany, Indiana 47150
Phone 945-2633

OFFICE USE ONLY

_____
(Student Number)

A.M. P.M.

OFFICE USE ONLY

_____
(Course Number)

_____
(Instructor)

_____
(Room)

Name _____ Sex M / F Phone _____
Last First Initial (Circle One)

Address _____ City _____ County _____

Home School _____ Homeroom _____ Grade 10 11 12
(Circle Present Grade)

Age _____ Date of Birth _____ Social Security No. _____

I want to enroll in the following course:

First Choice _____
(Name of Course)

Second Choice _____
(Name of Course)

( ) I prefer daytime class

( ) I prefer 3:20 p.m. – 6:00 p.m.

( ) I prefer daytime classes but would accept a 3:20 p.m. – 6:00 p.m. class

DECLARATION OF INTENT AND STUDENT RECORDS RELEASE

I have discussed my vocational plans with my parents, my counselor, and intend to follow

_____ as a career. I understand that this is
(Occupation)

a full year – two semester course; that I will have a three (3) week adjustment period and thereafter withdrawal will be considered only where there is clear evidence of a severe individual problem.

I understand that a copy of my school records will be sent to Prosser Vocational Center and that this Application will include recommendations by my home school counselor and teachers. I understand that I and my parents may review my records at my home school and at Prosser Vocational Center.

Signed _____ Date _____
(Student)

Signed _____ Date _____
(Parent or Guardian)

VC 103

This portion of the application is carefully designed to help you learn more about your career choice. The enthusiasm, neatness, and accuracy of your response will be evaluated by the Admissions Committee.

My occupational goal is _____
(Job Title)

REQUIREMENTS AND QUALIFICATIONS

1. I have researched the following occupational information that is available in our school. _____
(Name of Source)

2. I have discussed my chosen occupation with at least one adult who is presently employed in my chosen area

_____
(Give Name)

I have learned from the above research that:

*Most people in my chosen occupation:
_____ Have union contracts with hourly wage scales.
_____ Are non-union with hourly wage scales.
_____ Non-union contracts with salaries figured on hourly, weekly, or monthly basis.
_____ Are on commission.

*A reasonable beginning salary for _____ is _____.
(Occupation)

*Job opportunities for _____ exist in the following industries, corporations, stores, shops, etc.:
(Occupation)

1. _____
2. _____
3. _____

*I selected this occupation because: _____

_____

_____

HEALTH SURVEY

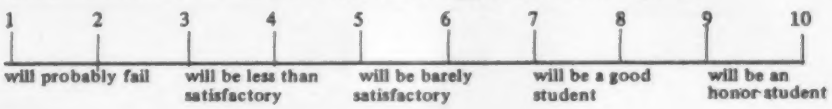
Do you have any health problems or physical limitations which could cause a safety hazard in your chosen vocational area. Examples (epileptic seizures, color blindness, etc.) Yes ( ) No ( )

If yes, describe: _____

HIGH SCHOOL INSTRUCTOR'S AND COUNSELOR'S RECOMMENDATION

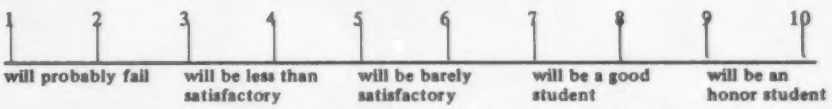
This section is to be completed by one of your instructors and counselor after you have all other parts completed.

Probable Vocational Achievement at
C. A. Prosser


1 2 3 4 5 6 7 8 9 10
will probably fail
will be less than satisfactory
will be barely satisfactory
will be a good student
will be an honor student

_____
Instructor's Signature

Probable Vocational Achievement at
C. A. Prosser


1 2 3 4 5 6 7 8 9 10
will probably fail
will be less than satisfactory
will be barely satisfactory
will be a good student
will be an honor student

Counselors comments: (Your suggestions and recommendations are solicited and appreciated. Add separate page if desired.)

_____

_____

Signed: _____ _____
(Counselor) (School)

TESTS REQUIRED FOR ADMISSION

PURPOSE:

The test information is used by counselors to know which test or parts of tests are required for admission.

USES:

- The tests are used to discover an applicant's aptitude or the level of ability at which an applicant can perform.
- Most of these tests are considered power tests except the clerical speed and accuracy which is intended as a direct measurement of speed.
- When a program has more applicants than can be enrolled, these tests are used as one factor of evaluation for screening purposes.
- These test results are used for predicting the outcome of vocational training.

USEFUL HINTS:

- Make sure the counselor's advisory committee is used when selecting the admission test and the parts to be used.
- When using tests for admission purposes, make sure the admission committee uses all available information.
- Tests must be set in their proper place in a framework of all known data concerning an individual. This principle cannot be emphasized too strongly.

TESTS REQUIRED FOR ADMISSION

DIFFERENTIAL APTITUDE TEST (DAT) AND OTHERS

INSERT 8

AREA	PART GIVEN
Architectural Drafting & Engineering Drafting	Space Relations Numerical Ability
Auto Mechanics	Mechnical Reasoning Space Relations
Auto Body	Mechanical Reasoning Space Relations
Building Trades	Mechanical Reasoning Space Relations
Cabinet & Mill	Space Relations Numerical Ability
Computers	Abstract Reasoning Numerical Ability
Cosmetology	Cosmetology Student Aptitude Test Milady Publishing Corp. 3839 White Plains Road Bronx, New York 10467
Distributive Education	Numerical Ability Spelling, Grammar
Electronics	Numerical Ability Mechanical Reasoning
Foods	Numerical Ability Mechanical Reasoning
Health Occupations	Numerical Ability Spelling, Grammar Personal Interview by Prosser Instructor
Heating, Refrigeration, & Air Conditioning	Mechanical Reasoning Numerical Ability
Horticulture	Mechanical Reasoning Numerical Ability
Industrial Cooperative Training (ICT)	To be decided on the availability of work stations that are compatible with the applicant's interest and past performances, home school, counselor & ICT Coordinator.
Intensive Office Lab	Clerical Speed & Accuracy Language Usage, Spelling, Grammar
Machine Shop	Mechanical Reasoning Numerical Ability
Printing	Numerical Ability Language Usage, Spelling
Welding	Mechanical Reasoning Space Relations
Trowel Trades	Mechanical Resoning Space Relations
Institutional & Industrial Maintenance	Mechanical Reasoning Space Relations
Land & Marine Engines	Mechanical Resoning Space Relations

70

AREA	PART GIVEN
Truck & Bus	Mechanical Reasoning Space Relations
Engine Rebuilding	Mechanical Reasoning Space Relations
Parts Department	Mechanical Reasoning Space Relations
Diesel Mechanics	Mechanical Reasoning Space Relations
Industrial & Commerical Electricity	Mechanical Reasoning Numerical Ability Verbal Reasoning
Data Entry – Key Punch	Typing Test Digit Span – Backword – Forward

DAT SCORES AND ATTENDANCE

PURPOSE:

To be used by the admissions advisory committee for admission purposes.

USES:

- This listing is used as a quick, concise, easy method of listing grade level, aptitude scores and attendance.
- This information can be screened by all counselors after the recommendations and all other pertinent information are carefully observed and shared by the group.
- After the admissions meeting each counselor uses these copies to learn which students were accepted.
- This information can be used to help the counselor explain to students and parents why students were not accepted.

USEFUL HINTS:

- Make sure all counselors use all available information and not just test scores and attendance.
- Get the admissions committee to check attendance carefully. The student could have been hospitalized or ill if his or her absence is high. It is possible to mistakenly screen out a good student.

DATA PROCESSING 1978-79

Attendance for 2 semesters

NAME	SCHOOL	GRADE	ATT	AB	NA	TOT	REMARKS
	N. Harrison	10	13	50	45	95	
	Clarksville	10	18	40	60	100	
	Henryville	10	9½	60	40	100	
	Silver Creek	10	1½	45	50	95	
	N. Washington	10	3½	65	55	120	
	Jeffersonville	11	11	35	5	40	
	Floyd Central	10	2	97	95	192	
	Floyd Central	10	5	65	55	120	
	New Albany	10	6	40	25	65	
	Floyd Central	11	0	90	75	165	
	Henryville	10	0	99	95	194	
	Jeffersonville	11	14	70	40	110	
	Charlestown	10	5	40	15	65	
	New Albany	10	20	75	25	100	
	Corydon	10	1	60	35	95	
	Henryville	10	10	50	50	100	
	Clarksville	10	7	55	25	80	
	New Albany	10	0	70	65	135	
	New Albany	10	21	40	25	65	
	New Albany	10	17	65	50	115	
	New Albany	10	3	90	65	155	

STUDENT NAMES OMITTED

ADMISSIONS INFORMATION SHEET

INSERT 9

ADMISSIONS POLICY STATEMENT

PURPOSE:

The admissions policy statement was adopted as a guide for admissions.

USES:

* The counselors advisory committee wrote and adopted the admissions policy statement so all participating school counselors would have a workable plan to follow for admissions procedure.
* This plan was accepted and approved by all concerned, including our School Board of Trustees so admissions would be equal for all applicants.

USEFUL HINTS:

* Have all counselors involved in the writing of the admissions policy statement.
* Get approval and acceptance from as many different advisory committees as possible, including principals, superintendents, and school boards.

ADMISSIONS POLICY STATEMENT

"Vocational Education should be available to all those who want, need, and profit from it." The statement is the philosophy upon which the C. A. Prosser Vocational Center is operated.

We have established an operational framework and policy that will protect and maintain the integrity of the above philosophy.

THE AREA GUIDANCE COUNSELORS ADVISORY COMMITTEE

All guidance personnel of participating schools are invited to meet with the Student Personnel Services Staff of the Vocational Center to advise and communicate on the admissions and procedure and policy.

In addition to the above advisory committee we have established an Admissions Committee. The Admissions Committee's membership consists of one counselor from each participating school.

The Counselors Advisory Committee has established a functional admissions procedure which has been accepted by all concerned.

ADMISSIONS PROCEDURE

1. Students are informed of opportunities at Prosser.
   A. Presentation to participating schools by Prosser Vocational Counselor.
   B. Visitation to Prosser by potential students from each participating school.
   C. Participating school counselors disseminating information and working individually with students. (Applications are given to students during these sessions.)
2. Application Procedures.
   A. Applications are taken home and signed by parents and returned to home school counselor.
   B. The home school counselor then sends the application and student's transcript to Prosser.
   C. After the applications and transcripts are received a tally is made to determine over subscribed classes.
   D. The over subscribed class applicants are tested with the D.A.T. (Differential Aptitude Test).
3. Admissions.
   A. One counselor from each of the eighteen participating schools sits on the Admissions Committee.
   B. Students are admitted based on the following:
      (a) Home school instructor's recommendations
      (b) Home school counselor's recommendations
      (c) D.A.T. scores
      (d) High school attendance record
      (e) High school grades
   C. Students who are unsuccessful in being admitted into their choice of programs may then be re-counseled and admitted into available programs.
   D. Student who are not admitted and do not want a 2nd choice are put on an alternate list for admission if space becomes available.
4. Notification
   A. Counselors receive an acceptance letter for each student which lists the class and time that they are to report.
   B. The counselors screen the letters and conflicts are reported to Prosser for possible schedule change.
   C. The alternates receive notification of openings through the home school counselor.

ACCEPTANCE AND ALTERNATE LETTER

PURPOSE:

To notify the students and participating school counselor.

USES:

* The acceptance letters are used first by the participating school counselor to make an official list of the students accepted and the times they are to be in classes, and second to notify students of acceptance and scheduling time.
* The alternate letters notify the students that they are alternates and tell them how many students will have to withdraw before they can be admitted.

USEFUL HINTS:

* Make sure that counselors do not make any scheduling changes without authorization.
* Make sure students' schedules are typed before sending acceptance letters to the participating schools.

ACCEPTANCE LETTER

"Serving the Vocational Needs of South-Central Indiana"

Charles Allen Prosser Vocational Center

4202 CHARLESTOWN ROAD NEW ALBANY, INDIANA 47150

PHONE (812) 945-2633

April 26, 1978

Your application for admittance to the Charles Allen Prosser Vocational Center has been accepted. Your schedule at the Vocational Center will be as follows:

COURSE OF STUDY: _____

THE TIME THAT YOU WILL ATTEND CLASS IS:

Morning (8:30 – 11:10 A.M.)

Afternoon (11:50 – 2:30 P.M.)

3rd Shift (3:20 – 6:00 P.M.)

Registration and first class session, Wednesday, August 23, 1978.

If you have any questions about getting started at the Prosser Vocational Center, please visit or phone the Student Services Office.

Sincerely,

Marvin E. Kersey

Marvin E. Kersey, Coordinator
Student Personnel Services

MK:tls

P.S. If, for any reason, you are unable to attend Prosser next Fall, please notify our Student Services office as soon as possible so that someone else may take your place in class.

INSERT 11

ALTERNATE LETTER

"Serving the Vocational Needs of South-Central Indiana"

Charles Allen Prosser Vocational Center

4202 CHARLESTOWN ROAD NEW ALBANY, INDIANA 47150

PHONE (812) 945-2633

April 26, 1978

The selection for the 1978-79 classes that will begin approximately Wednesday, August 23, 1978, has been completed.

You have been selected as alternate number _____ in the _____ class. This means that if any of the student withdraw their application before school starts, you will be the _____ student to be notified of acceptance into our 1978-79 class. We will begin notification of vacancies immediately and will continue through the 2nd week of school.

If you wish to change your course selection you may contact your counselor who can tell you about class offerings that may still be available.

Sincerely,

Marvin E. Kersey, Coordinator
Student Personnel Services

MK:tls

ENROLLMENT STATISTICS

PURPOSE:

The statistics sheet is used to keep clear, concise information for admissions purposes.

USES:

* Used to show percentages of students accepted, students not accepted or not recommended, students accepted and enrolled, and students accepted but withdrawn or did not show.
* Used by counselors, principals, superintendents, school boards, and advisory committees for information about admissions.
* Used for year to year comparison purposes on enrollment.
* Used by Prosser to evaluate the counselors' effectiveness concerning student admissions versus student withdrawal and no-show rate.

USEFUL HINTS:

* Do not try to gather this information until the second or third week of school because the participating schools don't all start at the same time and a few students get a late start.

PROSSER VOCATIONAL CENTER
ENROLLMENT STATISTICS 1977-1978
AS OF SEPTEMBER 16, 1977

SCHOOL	APPLICATIONS RECEIVED	STUDENTS ACCEPTED		STUDENTS NOT ACCEPTED OR NOT RECOMMENDED BY H. S.		STUDENTS ACCEPTED & ENROLLED		STUDENTS ACCEPTED BUT WITH-DREW	NO-SHOW	
AUSTIN	14	13	92.9%	1	7.1%	11	84.6%	1	1	15.4%
BORDEN	88	82	93.2%	6	6.8%	71	86.6%	9	2	13.4%
CHARLESTOWN	53	49	92.5%	4	7.5%	39	79.6%	7	3	20.4%
CLARKSVILLE	89	85	95.5%	4	4.5%	71	83.5%	12	2	16.5%
CORYDON	34	34	100.0%	0	0.0%	25	73.5%	5	4	26.5%
PEKIN EASTERN	42	39	92.9%	3	7.1%	33	84.5%	4	2	15.4%
FLOYD CENTRAL	246	238	96.7%	8	3.3%	207	87.0%	18	13	13.0%
HENRYVILLE	67	60	89.6%	7	10.6%	45	75.0%	8	7	25.0%
JEFFERSONVILLE	192	173	90.1%	19	9.9%	144	83.2%	16	13	16.8%
LANESVILLE	56	49	87.5%	7	12.5%	40	81.6%	8	1	18.6%
NEW ALBANY	399	369	92.5%	30	7.5%	290	78.6%	53	2o	21.4%
NEW WASHINGTON	18	18	100.0%	0	0.0%	16	88.9%	1	1	11.1%
NORTH HARRISON	47	42	89.4%	5	10.6%	36	85.7%	4	2	14.3%
PROVIDENCE	45	42	93.3%	3	6.7%	41	97.1%	0	1	2.4%
SALEM	23	16	69.6%	7	30.4%	12	75.0%	2	2	25.0%
SCOTTSBURG	70	59	84.3%	11	15.7%	40	67.8%	11	8	32.2%
SILVER CREEK	112	104	92.9%	8	7.1%	86	82.7%	5	13	17.3%
SOUTH CENTRAL	22	22	100.0%	0	0.0%	16	72.7%	6	0	27.3%
TOTAL	1616	1493	92.4%	123	7.6%	1222	81.6%	170	101	18.2%
P.V.E.						47				
POST GRADUATES						82				
TOTAL STUDENTS ENROLLED						1351				

INSERT 12

CHANGE OF SCHEDULE

ADM-118(1250)

C. A. PROSSER VOCATIONAL CENTER

CHANGE OF SCHEDULE

Check One

( ) ADD
( ) DROP
( ) CHANGE

Name _____

Subject _____

Period _____

Teacher _____

Remarks _____

_____

Signed _____

Date _____

PURPOSE:

To be used for addition, deletion, or changing a student's schedule.

USE:

* The change of schedule is sent by the Student Services staff to the participating school counselors when a student's schedule is changed.

USEFUL HINTS:

* Make sure the participating school counselor is in agreement with the change before schedule is changed in the vocational program.
* Get all counselors in the habit of sending students to Prosser to pick up Change of Schedule before making changes at the participating school so Prosser will be involved, especially if the student is withdrawing.

INSERT 14

Form Voc. Cen. - 5

Charles Allen Prosser Vocational Center

ABSENCE REPORT

Circle the MONTH and DAYS absent or tardy

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17									
18 19 20 21 22 23 24 25 26 27 28 29 30 31									

I was absent from my training station | Length of Time | _____

BECAUSE _____

_____

_____

Signed _____ Today's Date _____

PURPOSE:

To get the reason for being absent in student's own word.

To be used when contacting parents on occasion to verify absenteeism.

HELPFUL HINTS:

1. Sometimes students forget to sign in lower left hand corner.
2. In next printing a place for "Home School" will be added.
3. In next printing a place for "Prosser Class" will be added.
4. One copy (original) goes in student record file.
5. One cooy (carbon) goes to instructor for admittance to class.

ATTENDANCE LETTER

INSERT 15

"Serving the Vocational Needs of South-Central Indiana"

Charles Allen Prosser Vocational Center

4202 CHARLESTOWN ROAD NEW ALBANY, INDIANA 47150

PHONE (812) 945-2633

Please read carefully the following school policy concerning absences. This information is printed in the Prosser Vocational Center Student Information Guide and has full support from instructors and advisory committees of each area of instruction.

PROSSER INFORMATION GUIDE

1977-78

"Penalties for absences may be deducted by the instructor up to a maximum of 1% of the total grade for each 1 hour lost, or any other penalty including making up lost time by the student for the first ten days. Any student absent for any reason **MORE** than ten (10) days in one semester must make up additional absences or an automatic "F" grade for the semester will be reported to the home high school and **NO** credit will be suggested."

Our records show that _____was absent from _____training station days this semester. This amounts to hours of lost instruction time and is imposing a serious threat toward continued low achievement and possible failure for the semester.

In view of the fact that your _____does exhibit aptitude toward succeeding in chosen area, we sincerely hope you may have some influence toward helping us solve this attendance problem.

Please call or visit us at your convenience.

Sincerely yours,

Lee Miller, Coordinator
Student Personnel Services

pjs

cc: Prosser Student Files
Home School Counselor

PURPOSE:

1. To inform parents of attendance record.
2. To inform parents of school rules concerning absences.
3. To inform home school counselor of potential problems.

STUDENT CONTRACT

INSERT 16

CHARLES ALLEN PROSSER
VOCATIONAL CENTER
4202 Charlestown Road
NEW ALBANY, INDIANA 47150

DATE _____

SUBJECT _____

_____

_____

_____

_____

I, _____, understand that I must follow school policy to the letter when it comes to attendance in _____ class.

I will fill out pink slips properly and get them to my instructor immediately. I will follow all class rules and initiate all make-up work as per my instructor's directions.

Failure to follow school policy with class rules will mean that I will be withdrawn from Prosser Vocational Center immediately.

_____ Student

_____ Counselor

_____ Parent

_____ Instructor

I, _____, promise to strive to be a model student at Prosser Vocational Center. I also agree to abide by the following:

a. Make a very special effort to **refrain from being tardy to class.**

b. If for some reason I am tardy, I will fill out a tardy slip **voluntarily** without being asked or causing a disturbance and without instructor's required insistance that the tardy slip be turned in.

c. I will make up any absence within one week.

d. I will keep my daily evaluation card up to date and ready for teacher evaluation daily (if required).

e. I will cooperate with the teacher, para-professional, and other students by completing assignments, taking a positive attitude in class discussions and assuming responsibility as an interested student.

f. For me to remain in this class I must discuss any disagreements of rules with my instructor privately and not attempt to air the problem openly before the class.

Because of past incidents and records I **understand** that I **must go** strictly by these rules and regulations to remain in good standing here at Prosser Vocational Center.

_____ Student

_____ Instructor

_____ Counselor

PURPOSE:

1. To get student to make every effort to abide by school rules.
2. To inform parent and home school counselor of problem.
3. To let student know that this is the last effort to get his or her cooperation.

STUDENT CALL-IN REPORT

INSERT 17

PROSSER VOCATIONAL CENTER

Date _____

Student _____

Class _____

Instructor _____

Will not be in today due to:

_____

_____

_____

_____

_____
Message Taken By

(SA 142)

PURPOSE:

To be used when students or parents call in to report student absence for the day; it is consequently used to inform the instructor and to become a permanent part of the student's file.

HELPFUL HINTS:

1. One copy (original) goes in student's file.
2. One copy (carbon) goes to instructor.
3. If parent calls, the message receiver always puts "per mother" or "per father" for future reference.

front –

Form Vcc. Cen. 1

(Please Print) CHARLES ALLEN PROSSER VOCATIONAL CENTER

ENROLLMENT CARD

DO NOT WRITE IN THIS SPACE

1st Sem. _____

2nd Sem. _____

Student Number _____

Date _____ Semester _____, 19__ to 19__.

Name _____

Birtndate _____ Age _____ Home Phone _____

Address _____ City _____ Zip _____

Home High School _____ Year in School 10 11 12 Post

Student's Place of Employment _____ Phone _____

Parent/Guardian/Spouse _____

Place Father Employed _____ Phone _____

Place Mother Employed _____ Phone _____

Family Doctor _____ Phone _____

Class at Prosser

SESSION	SUBJECT	TEACHER	FEES
Morning			
Afternoon			
Evening			

back –

ATTENDANCE CARD

	1	2	3	4	5	6	7	8	9	10
M										
T										
W										
T										
F										

	1	2	3	4	5	6	7	8	9	10
M										
T										
W										
T										
F										

	1	2	3	4	5	6	7	8	9	10
M										
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W										
T										
F										

	1	2	3	4	5	6	7	8	9	10
M										
T										
W										
T										
F										

PURPOSE:

1. To gather all information necessary to make contacts required by Student Services team.
2. To have complete information, but not unnecessary information.
3. To record student's daily attendance for each of the four grading periods.

STUDENT HEALTH SURVEY

Student's Name _____ Date _____

Address _____ City _____ Phone _____

Family Doctor _____ Address _____ City _____

School _____ Class section _____ Date of Graduation _____

This survey is a request for personal information for use by the school and will be considered **confidential.**

Directions: Answer each question "yes" or "no" by placing an "X" on the correct line at the left of the question. Explain each "yes" answer in as much detail as possible.

Yes	No	
____	____	1. Have you ever been hospitalized? Why?
____	____	2. Are you now being treated by a doctor? State the reason.
____	____	3. Have you been treated by a medical specialist? State the reason.
____	____	4. Have you been restricted in physical activities? Why?
____	____	5. Are you frequently absent from school because of a health problem. What health problem?

Direction: Check any of the following which have been problems to you. Explain each problem on the other side of this form.

____ 1. Convulsions
____ 2. Diabetes
____ 3. Emotional disturbance or nervous breakdown
____ 4. Epilepsy
____ 5. Heart condition
____ 6. Hernia or rupture
____ 7. Loss of Hearing
____ 8. Loss of vision
____ 9. Loss of limbs
____ 10. Mouth deformities
____ 11. Mental condition
____ 12. Paralysis
____ 13. Polio
____ 14. Seizures
____ 15. Severe scars or disfigurement
____ 16. Severe skin conditions
____ 17. Spastic conditions
____ 18. Speech difficulties
____ 19. Tuberculosis
____ 20. Other, list on back of form

PURPOSE:

1. To inform necessary school personnel of any potential problems that students have had or might have in the future.
2. To be placed in each student's file in case some unforseen emergency might come up.

PROSSER VOCATIONAL CENTER

SCHOOL INSURANCE

STUDENT'S NAME _____ COURSE: _____

____ YES I DO wish this student to enroll in the school accident insurance program. (Attach filled-out insurance envelope with $5.00 cash or check made out to Prosser Vocational Center.)

____ NO I DO NOT wish this student to enroll in the school accident insurance program.

PARENT or GUARDIAN SIGNATURE: _____ DATE: ____

PARENT'S GROUP INSURANCE COMPANY: _____

PARENT'S PLACE OF EMPLOYMENT: _____

PURPOSE:

1. To get information necessary for school administration and instructors to be assured that all students have had the opportunity to turn down school insurance.
2. To get parent's signature that they will be responsible for all bills incurred by the student.

PERMANENT RECORD FOLDER

Reduced file folder will be printed on following page.

PURPOSE:

- To consolidate standard manila folder and permanent record card into one item.
- To save dollars.
- To save time.
- To ease finding pertinent information.
- To save space.

USEFUL HINTS:

- Use stock as heavy as purchased folders.
- Die-cut tab on edge.

VC-106

CHARLES ALLEN PROSSER VOCATIONAL CENTER

4202 CHARLESTOWN ROAD
NEW ALBANY, INDIANA 47150
Phone 812–945-2632

PHOTO

DATE ENTERING	DATE LEFT
CAUSE OF WITHDRAWAL	
COMPLETED HRS.	

STUDENT NUMBER

Name _____ (Last) (First) Social Security No. _____ Date of Birth _____ Phone _____ (In Pencil)

Address _____ (In Pencil) Home School _____ Parent/Guardian _____

MADE UP	MADE UP	MADE UP
MADE UP	MADE UP	MADE UP

WORK EXPERIENCE RECORD

DATE	EMPLOYER	ADDRESS	JOB TITLE	CONTACT PERSON	WAGES	REMARKS

INSERT 21

89

BUSINESS AND INDUSTRY FILE CARD

PURPOSE:

To build a potential employer's file to include only usable information.

HELPFUL HINTS:

* Use a color-coded card stock.
* Firm name, contact person, and phone number are most important.
* Develop a system to keep the file current.
* It is very difficult to keep the back side of this card up-to-date.

OPEN HOUSE INVITATION

PURPOSE:

To invite local business and industry to take part in an annual Vocational Open House.

HELPFUL HINTS:

* Develop a catchy slogan or idea so the potential employers will read the invitation.
* Include the following in an invitation – time, place, directions, procedures, and vocational areas included.
* A vocational instructor is usually on a first name basis with employers in his or her area; having the instructor sign the invitation will increase the open house attendance.

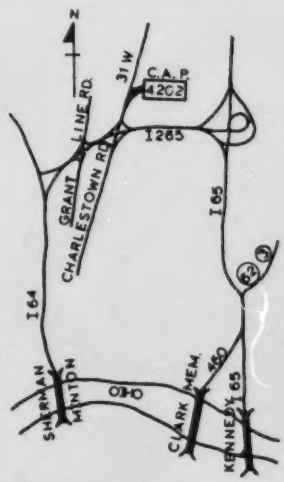
OPEN HOUSE INVITATION

SUBPOENA

You are hereby notified to enter an appearance, personally on the 27th day of February, 1978 for the C. A. Prosser Vocational Center's OPEN HOUSE.

Time: The OPEN HOUSE will begin at 7:00 P.M. and continues until 9:00 P.M.

Place: C. A. Prosser Vocational Center
4202 Charlestown Road
New Albany, Indiana 47150



Procedure: Student tour guides will be stationed strategically throughout our building to assist you in your personal tour. Students and their Vocational Instructors will be in their respective areas to explain the program.

We would like to encourage you to visit all the Vocational Areas listed below and become familiar with our total operation.

* Air, Refrigeration and Heating
* Auto Body
* Auto Mechanics
  Engine Rebuilding
  Parts Department Training
* Building Trades
* Cabinet and Mill
* Cosmetology
* Data Processing
  Data Entry – Keypunch
* Distributive Education
* Drafting
  Architectural
  Engineering
* Electronics
* Food Services
* Health Occupations
* Horticulture
* Industrial & Residential Electricity
* Institutional & Industrial Maintenance
* Intensive Office (Secretaries)
* Land & Marine Engines
* Licensed Practical Nursing
* Machine Trades
* Printing
* Trowel Trades
* Truck & Bus Mechanics
* Welding

_____ Vocational Instructor

_____ Vocational Area

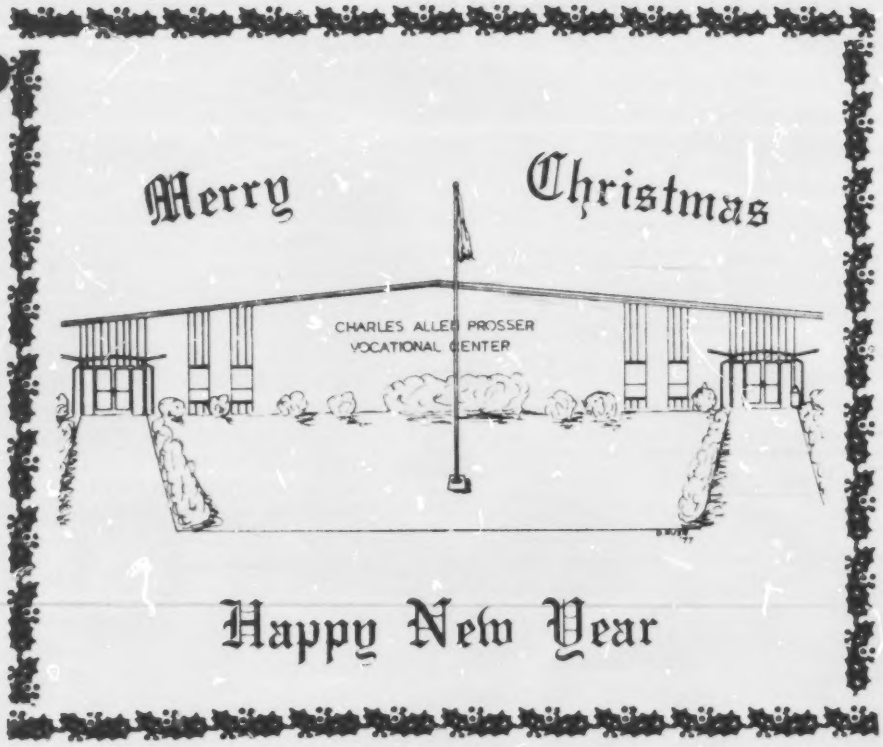
CHRISTMAS CARD

PURPOSE:

To inform the potential employers of Prosser's Release-Time Training Program.

HELPFUL HINTS:

* Use Christmas colors.
* Keep it simple and informative.
* The students' message has worked very well for Prosser.
* It can be used for one class – with their picture and names, in place of the school picture and vocational areas.
* With 200 or more identical pieces, use bulk mailing – very inexpensive.
* Design this so an envelope is not necessary.



Students Available In The Following Areas:

Architectural Drafting
Engineering Drafting
Auto Body Repair
Building Trades
Industrial & Residential Electricity
Trowel Trades
Cabinet & Mill
Commercial Foods
Data Entry – Keypunch
Data Processing – Computers
Electronics
Health Occupations
Heating, Air Cond. & Refrigeration
Horticulture
Institutional & Industrial Maintenance
Intensive Office
Machine Trades
Printing
Transportation Mechanics
Auto Parts Dept. Training
Diesel Mechanics
Engine Rebuilding
Land & Marine Engines
Truck & Bus Mechanics
Welding

The new year will be a happy one for us. It means that in January we will have completed 1½ years of a 2 year vocational course.

Our instructors said that after the first of the year, some of us would be available to you as full time employees; the rest of us on a part time basis until we graduate in May. Instead of attending class for our final semester we will be able to work on a job. Our final grade will then depend on the report our instructor receives from our employer.

If you have need for a vocationally trained person, call Mr. Stith and make it a Happy New Year for us.

Please feel free to visit our vocational center any school day from 8:30 a.m. until 4:30 p.m.

CHARLES ALLEN PROSSER VOCATIONAL CENTER
DIGNITY · PRIDE

The Class of 1978

Prosser Vocational Center
4202 Charlestown Road
New Albany, Indiana 47150

Phone: 812–945-2633

95

GRADUATE AVAILABILITY BROCHURE

PURPOSE:

To alert the potential employers to the graduation date and to remind them that each vocational area has potential employees.

HELPFUL HINTS:

* Design a brochure that will entice the potential employers to read it with interest.
* Explain the services which can be provided.
* Keep the information brief and directly to the point.

ADDITIONAL FACTS

ABOUT

PROSSER'S PLACEMENT SERVICE . . .

* We are not an employment agency.
* No fees are charged – either to the employer or the student.
* It is not intended to encourage students to leave school prior to graduation.
* It is not a co-op training program. Students placed are exiting students, with ready skills.
* It is not bound up in bureaucratic red tape, but a streamlined, functional, and practical program with great flexibility.

Contact:

Dick Stith
Charles A. Prosser Vocational Center
4202 Charlestown Road
New Albany, Indiana 47150

PHONE: 945-2633

STUDENT PLACEMENT SERVICES

111

NON PROFIT ORG.
U.S. POSTAGE
PAID
PERMIT 211
New Albany, IN. 47150

CHARLES ALLEN PROSSER VOC. CENTER
4202 Charlestown Road
New Albany, Indiana 47150

ATT: PERSONNEL DEPT.

FLASH!

DID YOU KNOW?

PROSSER VOCATIONAL CENTER

HAS

Trained and Skilled

GRADUATES

FOR IMMEDIATE PLACEMENT!

Please Read On

112

JOB DEVELOPMENT –

PLACEMENT SERVICE . . .

The Student Placement Service is new and one of the few in Indiana working as a part of, and funded by public education. We think it is essential that vocational education prepares students for the transition from school to the world of work. Our major concern is to bridge the gap between a student's education and the needs of business and industry.

EMPLOYERS . . .

You Can Hire

TRAINED GRADUATES

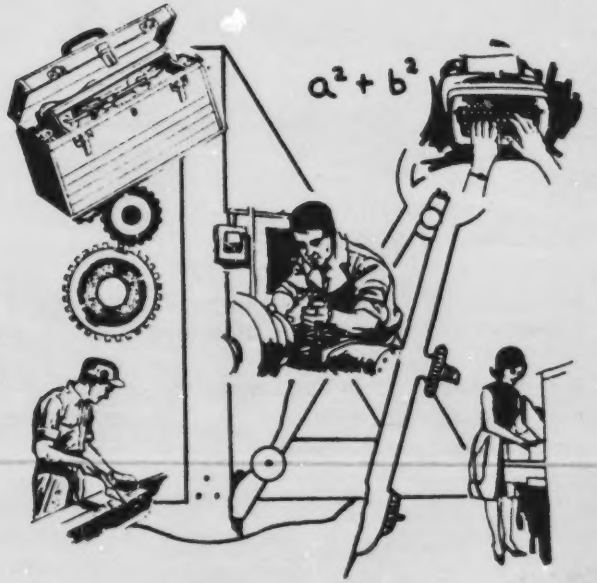
from the following areas:

* Air, Refrigeration and Heating
* Auto Body
* Auto Mechanics
  - Engine Rebuilding
  - Parts Department Training
* Building Trades
* Cabinet and Mill
* Cosmetology
* Data Processing
  - Data Entry – Keypunch
* Distributive Education
* Drafting
  - Architectural
  - Engineering
* Electronics
* Food Services
* Health Occupations
* Horticulture
* Intensive Office (Secretaries)
* Institutional & Industrial Maintenance
* Land & Marine Engines
* Machine Trades
* Printing
* Trowel Trades
* Truck & Bus Mechanics
* Welding

THE PROSSER VOCATIONAL

CENTER PLACEMENT SERVICE

WILL PROVIDE:



* **A centralized contact for business and industry in the Kentuckiana area.**
* **Individual referrals and full time placement on twelve month basis.**
* **Students with job procurement skills.**
* **A release-time training program for vocational student-learners to acquire actual working experience.**
* **Follow-up studies to constantly re-evaluate the vocational education programs operating to assure relevance to actual working conditions.**

OCCUPATIONAL AWARENESS DAYS

PURPOSE:

To attract business and industry to visit C. A. Prosser and build a cooperative relationship, which will be beneficial to all.

HELPFUL HINTS:

* Do not mention job openings, but stress the idea of mutual need.
* Use vocational clusters rather than a school-wide effort in this activity.
* Allow time for employers to talk with instructors and actually spend time in the labs with students.
* Include a form for employers to mark their intentions and interests and return to Prosser in a self-addressed stamped envelope.
* Follow-up on any suggestions, donations, or any assistance that is offered by the participating employers.
* Give the employers a chance to evaluate the Occupational Awareness Day and to make suggestions for future activities.
* Send each participating employer a thank you letter.

OCCUPATIONAL AWARENESS DAYS

Cravens Welding Co.
147 N. Stevenson Avenue
Louisville, Kentucky

Dear Personnel Mgr. and/or Front Line Supervision:

Prosser Vocational Center's doors are always open and we welcome interested visitors anytime. However, we do plan special visitation during the American Vocational Week and we are starting an annual Occupational Awareness Day for employers or representatives to visit our facilities. The purpose for the visitation is to:

1. Provide our student-learners with helpful information concerning employment.
2. Give our students valuable interview experience with potential employers.
3. Give the employer a chance to appraise our curriculum and facilities.
4. To make sure we are training our students to mee industry's needs.

We feel the only way we can be successful is by cooperating and working with business and industry to give our students the best possible vocational training. We can not do this without employers letting us know their needs and assisting Prosser to stay current and up to date. Out students will be working in jobs in the future that do not exist today and we need assistance and guidance if we are to meet these challenges.

It is our hope that you and/or your first line supervisor can participate in this visitation day on April 17, 1975, and we will be looking forward to exchanging ideas and assisting each other in any way we can. Please indicate your interest in participating by completing and returning the enclosed form prior to March 27, 1975. We will keep you informed of the progress in our plans and more complete details will be provided at a later date.

Thank you for your cooperation.

Sincerely,

Bernie Hillegas
Welding Instructor

Bob Dietrich
Machine Trades Instructor

Harry Hillegas
Welding Instructor

Richard Stith
Student Personnel Coordinator

OCCUPATIONAL AWARENESS DAYS

Employer:

Address:

Please, mark your intentions and interests below and return this form in the enclosed, self-addressed stamped envelope by March 27, 1975.

Our initial attempt in starting an Occupational Awareness Day will only be for the Welding and Machines Trades areas.

[ ] I plan to participate in the Occupation Awareness Day at Prosser Vocational Center on April 17, 1975.

[ ] I do not plan to participate in the Occupational Awareness Day at Prosser Vocational Center.

Please mark the Occupational areas with which your company is interested:

[ ] Welding [ ] Machine Trades [ ] Both

Please mark the time you will be visiting Prosser:

[ ] 8:40 am to 11:20 a.m. [ ] 11:55 am to 2:30 pm [ ] Both am & pm classes

I am interested in interviewing senior students:

[ ] To give them interviewing experience.

[ ] As potential employees.

[ ] Both.

[ ] I will send you copies of our employment application so student can prepare for their interview.

[ ] I would like to talk to the class as a group.

[ ] I would like time to talk with the instructor.

[ ] I would like to tour Prosser Vocational Center.

Signature _____

Title _____

OCCUPATIONAL AWARENESS DAYS

Employers will turn these in at the end of OAD. The information will only be used to better serve students in the future.

C. A. PROSSER VOCATIONAL CENTER

INTERVIEW REPORT

Please complete this shee for each applicant interviewed. (This report is for the student placement office and is confidential.)

Check appropriate rating:	Inadequate	Adequate	Excellent
Applicant's knowledge of occupation for which he is being interviewed.	[ ]	[ ]	[ ]
General Appearance.	[ ]	[ ]	[ ]
Attitude and Ambition.	[ ]	[ ]	[ ]
Application – Neat and Complete.	[ ]	[ ]	[ ]

Please check (✓) items that apply to the applicant: (Inform applicant of results)

[ ] Does not meet job qualifications

[ ] Is scheduled for additional interview

[ ] Will be notified if future vacancy occurs

[ ] Should contact us June 1, 1975

Comments _____

_____

_____

_____ _____

STUDENT SKILL/OCCUPATION

_____ _____

INTERVIEWER FIRM

OCCUPATIONAL AWARENESS DAYS

TO: Employers

FROM: Placement and Follow-Up Coordinator

SUBJECT: Occupational Awareness Day, April 17, 1975

Thank you for your interest and response to our invitation to participate in the "Occupational Awareness Day" program scheduled for April 17, 1975 at C. A. Prosser Vocational Center. We will meet in the main office at 8:40 am and move to a meeting room for coffee and rolls. An activities schedule and interview times will be assigned in our general meeting. We are planning most of the time to be spent in our classes with our instructors and their second year students.

We will also return to the meeting room after our different activities for a short discussion period to evaluate the Occupational Awareness Day program and any other comments you might have.

Please feel free to call for further information or to make any comments you may have. 945-2633.

Thank you again for your cooperation and participation in our first Occupational Awareness Day.

Dick Stith
Student Placement Coodinator

OCCUPATIONAL AWARENESS DAYS

April 23, 1975

Jaggers Equipment Co.
1903 Fern Valley Road
Louisville, Kentucky 40213

Dear Mr. Loeffler:

Prosser's first "Occupational Awareness Day" was a success only because of your efforts and participation. Your suggestions, information, and talking with our students was most helpful and appreciated.

In our opinion, the effort was very worthwhile and it is planned to make the "Occupational Awareness Day" an annual project. We would appreciate any further suggestions you might have to improve the program in any way or advice that would enhance our vocational training programs. Prosser's doors are always open and please feel free to visit or contact us any time.

Thank you again for your cooperation and the contribution you are making to the students of Prosser Vocational Center. We look forward to your continued support and unless we hear otherwise, your activity will be included on our mailing list again next year.

Sincerely,

Dick Stith
Student Placement Services

The following three inserts include a listing of the transparencies and materials that are used in the procurement classes. Samples are not included, but copies can be furnished on a limited basis by writing to the Prosser Student Placement Office.

INSERT 27 – JOB PROCUREMENT SKILLS – 1st CLASS

Transparencies:

* Flow Chart to tie the Education-Vocational Education Job Campaign – Job Hunting Skills together.
* What Is Your Self-Concept?
* Want To Know Yourself?
* Personal Data Sheet.
* Resume Work Sheet.

Student Handouts:

* Know Yourself – Personality Ratings.
* Attitudinal Inventory.
* Writing An Outstanding Résumé.
* Personal Data Sheet.
* Résumé Example.
* Résumé Work Sheet.

INSERT 28 – JOB PROCUREMENT SKILLS – 2nd CLASS

Transparencies:

* Application Suggestions.
* Sample Applications.
* What Happens to the Application?
* Personnel Managers Say.
* Preparing for the Interview.
* Making Good First Impressions.
* Complainers Do Not Win Jobs
* Salary and Benefits are Important.

* Questions Employers Might Ask in an Interview.
* Mentally Review Your Interview.
* Why Prospective Employees Fail in the Interview.
* Interview "Follow-Up".

Student Handouts:

* Application Vocabulary.
* Application Suggestions.
* Two Sample Applications.
* Do's & Don'ts of an Interview.
* Questions Employers Might Ask in an Interview.

INSERT 29 – JOB PROCUREMENT SKILLS – 4th CLASS

Transparencies:

* Other Sources of Employment Assistance.
* FLASH – Payroll and Budget.
* Pay Check and Payroll Deductions.
* Check Parts and Check Writing.
* Endorsing Checks.
* Filling Out a Deposit Slip.
* Kinds of Salary Methods of Payment.
* Budget Your Pay Check.

Student Handouts:

* Sources of Job Information and Their Characteristics.
* Working on the Job Vocabulary.
* Pay Check and Payroll Deductions.
* Blank Check to Write.
* Blank Deposit Slip.
* Worksheet to Figure Various Methods of Salary Payments.
* A Budget Form to Figure Out Your Budget.

REQUEST FOR CONSENT TO RELEASE STUDENT RECORDS

PURPOSE:

To meet the requirements of the Family Educational Rights and Privacy Act of 1974.

HELPFUL HINTS:

- List specifically what information will be released.
- List the people to whom the information will be given.
- Remember that, if under 18 years of age, the student and parent must both sign the consent form.

REQUEST FOR CONSENT TO RELEASE STUDENT RECORDS

Dear Parent and/or Student:

The New Albany-Floyd County Schools often receive requests from prospective employers for records of former students who have applied for unemployment with that employer. In order for the school corporation to comply with such requests, the parents or the former student must consent to the release of the requested records. Because these employers must often receive a rapid response to this request in order to consider the former student for employment, and because it is often difficult for the school corporation to communicate with the former student at the time of the request, the school corporation is seeking the consent of the parents and students in advance of the request, on the following conditions:

1) The school corporation as a matter of policy, release only a student's record of identification data, grade level completed, grades, attendance, extra-curricular activities and level of competency, if vocational courses have been elected.

2) School officials may prepare written references for such prospective employers releasing only the portions of the student's record referred to herein.

3) This consent to release the records of the undersigned student authorizes the New Albany-Floyd County Consolidated School Corporation to release the above described records only to prospective employers with whom the former student is seeking employment and only for the employers' consideration as a part of the employment application process.

4) Prosser's Student Placement Services may collect job follow-up data and publish the findings. The follow-up publication may include student's name, social security number, vocational area, home school, employer's firm name, and job title, which will be disseminated to Prosser's vocational instructors, Indiana Employment Security Office, Indiana State Department of Public Education, and Administrators and Superintendents of all our feeder high schools.

5) The former student may revoke this consent at any time, provided that the school corporation will not be liable for any records transferred in any form in conformity with this consent until the former student has revoked this consent in writing.

We Do _____ We Do Not _____ Consent to the release of _____'s
Student's Name

Records and follow-up data as described in the above state request to prospective employers and persons listed in Item 4 above, subject to the conditions contained in the said request.

_____ _____
Date Signature of Parent or Guardian

_____ _____
Date Signature of Student

STUDENT EMPLOYABILITY PROFILE

PURPOSE:

To provide a form to evaluate and record the vocational student's task proficiencies and his or her attitude, behavior, and work traits.

FRONT SIDE:

A listing of the job related tasks that are taught in each vocational area. It is not an easy job to pull out the maior tasks of a vocational course that will evaluate a student for the entire program. This gives the instructors another opportunity to examine their curriculum to make sure they are teaching the tasks that business and industry require for entry type jobs.

BACK SIDE:

A record of the student's attitude, bahavior, and work traits, which is the same for all areas. Employers are interested in what an employee can do, but they also want "double A" employees. Good ATTITUDE and good ATTENDANCE. There is some pertinent information listed at the bottom which includes a consent to release this information statement.

USES:

* Recommendations or references to employers.
* Students can see their progress if this form is filled out every semester.
* Student Services combines the 4 semester task proficiency sheets into a final evaluation at graduation to be used by Prosser's Student Placement after graduation.
* Graduates can use the sheets, along with their vocational certificate, at future job interviews. Instructors retain a copy of the sheets in their records for future reference.

C. A. PRUSSER VOCATIONAL CENTER

ELECTRICITY
VOCATIONAL COURSE

Student Employability Profile

DATE

Student – Last – First – Initial	Instructor	Birth date	Graduation date	Phone

CODE: 5 – Works independently & safely
4 – Works with little or no supervision
3 – Periodic supervision & some assistance
2 – Constant supervision & assistance
1 – Performance is unsatisfactory

TASK PROFICIENCIES

1. Understanding Basic Electricity

- ☐ a. Electron theory
- ☐ b. Current flow
- ☐ c. Ohm's law
- ☐ d. Kirchoff's law
- ☐ e. Alternating and direct currents
- ☐ f. Single and multiple phase circuits
- ☐ g. Parallel and series circuits

2. Conductors

- ☐ a. Measuring wire sizes
- ☐ b. Insulation types and uses
- ☐ c. Splices
- ☐ d. Soldering
- ☐ e. Pulling wires and cables
- ☐ f. Coiling and uncoiling
- ☐ g. Stranded and solid wire taping

3. Hand Tools

- ☐ a. Use basic hand tools
- ☐ b. Care and maintenance of basic hand tools.

4. Residential Wiring

- ☐ a. 120 volt wiring system
- ☐ b. 220-240 volt wiring system
- ☐ c. Switching systems
- ☐ d. Code requirements

5. Installation, Testing and Maintenance for:

- ☐ a. Electronic welding controls
- ☐ b. Motor drives
- ☐ c. Magnetic clutch controls
- ☐ d. Photo-electric relays
- ☐ e. Timers
- ☐ f. Selsyns
- ☐ g. Magnetic starters

6. Basic Motor Control

- ☐ a. Starting box operations
- ☐ b. Voltage regulation
- ☐ c. Protective devices
- ☐ d. Overload protection

7. Motor Controllers

- ☐ a. Testing DC motor controllers
- ☐ b. Connecting manual motor controllers
- ☐ c. Testing manual motor controllers
- ☐ d. Connecting DC motor controllers

8. Motor Control Lab

- ☐ a. Use interlocks
- ☐ b. Trouble shooting electrical
- ☐ c. Trouble shooting mechanical
- ☐ d. Connect and test motors and controls for:
  - ☐ 1. D.C.
  - ☐ 2. Single phase
  - ☐ 3. Three phase
- ☐ e. Read schematic diagrams
- ☐ f. Connect welding controls
- ☐ g. Synchronous motor controls
- ☐ h. Multiple speed motors and controls
- ☐ i. D.C. generators
- ☐ j. A.C. generators

9. Distribution for Consumers

- ☐ a. Power distribution residential
- ☐ b. Power distribution industrial
- ☐ c. Selection voltage and grounding
- ☐ d. Loads
- ☐ e. Short circuits
- ☐ f. High voltage
- ☐ g. Hazardous locations

STUDENT'S – ATTITUDE, BEHAVIOR & WORK TRAITS

48-41 – Good Employee
40-31 – Average Employee
30-21 – Questionable Employee
20-12 – Undesirable Employee

Evaluator: Mark (X) the numbers that are most appropriate.

Relationship With Others

4	Well accepted
3	Gets along satisfactorily
2	Difficulty with others
1	Unable to determine

Attendance

4	Exceptionally good
3	Absent occasionally
2	Absent frequently
1	Unable to determine

Safety

4	High regards for requirements
3	Satisfactory practice
2	Lacks genuine concern
1	Unable to determine

Craftsmanship & Skills

4	High standards of performance
3	Average performance
2	Substandard work
1	Unable to determine

Efficiency & Production

4	Steady and productive worker
3	Makes effort to work effectively
2	Wastes time and effort
1	Unable to determine

Written Performance

4	Work is consistently good
3	Work is generally good
2	Work is seldom good
1	Unable to determine

Concentration

4	Highly satisfactory
3	Satisfactory level
2	Concentration fluctuates
1	Unable to determine

Self Control

4	Well balanced
3	Generally well balanced
2	Tends to be excitable
1	Unable to determine

Initiative

4	Self starter
3	Seldom needs prodding
2	Never initiates action
1	Unable to determine

Adjustability to new job tasks

4	Adjusts well to new assignments
3	Adjusts adequately
2	Difficulty adjusting
1	Cannot adjust

Dependability

4	Reliable
3	Generally accepts responsibility
2	Needs constant follow-up
1	Unable to determine

Tolerance

4	Sticks to job – doesn't give up
3	Generally sticks to a job
2	Has difficulty with obstacles
1	Cannot tolerate obstacles

No. of Tardies _____ Days Absent _____ Days Made Up _____ Semester _____ Semester Grade ____ Final Grade _____

Recognitions & Comments _____

We do [ ] We do not [ ] consent to release the information on this form to be used in job placement.

_____ signature of parent or guardian

_____ _____ signature of student

_____ date

AUTO BODY
VOCATIONAL COURSE

C. A. PROSS VOCATIONAL CENTER
Student Employability Profile

DATE

Student – Last – First – Initial	Instructor	Birth date	Graduation date	Phone

CODE: 5 – Works independently & safely
4 – Works with little or no supervision
3 – Periodic supervision & some assistance
2 – Constant supervision & assistance
1 – Performance is unsatisfactory

TASK PROFICIENCIES

1. Estimating
- ☐ a. parts list
- ☐ b. cost – total
- ☐ c. material list
- ☐ d. labor

2. Tools
- ☐ a. basic hand tools
- ☐ b. power tools
- ☐ c. hydraulic equipment

3. Body Alignment, Repairs, and Replacing
- ☐ a. quarter panel
- ☐ b. front fender
- ☐ c. hood
- ☐ d. hood hinge & spring
- ☐ e. deck-lid
- ☐ f. floor panel
- ☐ g. rocker panel
- ☐ h. lower deck-lid panel
- ☐ i. door outer panel
- ☐ j. door
- ☐ k. front inner panel
- ☐ l. bumper & bumper arms
- ☐ m. grill assembly
- ☐ n. headlamp assembly
- ☐ o. gravel deflector

4. Special Body Jobs – Replacement and Repair
- ☐ a. door latch, key cylinder, and/or striker plate
- ☐ b. door glass
- ☐ c. manual glass regulators
- ☐ d. electric glass regulators
- ☐ e. quarter glass
- ☐ f. vent glass
- ☐ g. windshield
- ☐ h. rear glass
- ☐ i. door trim pads
- ☐ j. garnish molds
- ☐ k. weather stripping
- ☐ l. rear-view mirror
- ☐ m. chrome trim & clips
- ☐ n. manual & power attennae

5. Masking
- ☐ a. for complete painting
- ☐ b. for spot painting

6. Preparing Surface for Paint
- ☐ a. remove wax and polish
- ☐ b. complete panel striping
- ☐ c. feather edging
- ☐ d. priming
- ☐ e. sanding for the proper color coat

7. Painting
- ☐ a. bare ferrous metal
- ☐ b. original finish
- ☐ c. lacquer by spraying
- ☐ d. enamel by spraying
- ☐ e. buff & wax lacquer

8. Reassembling & Clean-up
- ☐ a. remove masking
- ☐ b. re-assemble
- ☐ c. buffing
- ☐ d. clean-up

9. Welding
- ☐ a. sheet metal by oxyacetylene welding
- ☐ b. sheet metal by brazing
- ☐ c. oxyacetylene cutting torch
- ☐ d. arc-spot welder

10. Understands Auto Body Materials
- ☐ a. abrasives
- ☐ b. thinners
- ☐ c. color coats
- ☐ d. fillers

STUDENT'S – ATTITUDE, BEHAVIOR & WORK TRAITS

48-41 – Good Employee
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30-21 – Questionable Employee
20-12 – Undesirable Employee

Evaluator: Mark (X) the numbers that are most appropriate.

Relationship With Others

- [4] Well accepted
- [3] Gets along satisfactorily
- [2] Difficulty with others
- [1] Unable to determine

Attendance

- [4] Exceptionally good
- [3] Absent occasionally
- [2] Absent frequently
- [1] Unable to determine

Safety

- [4] High regards for requirements
- [3] Satisfactory practice
- [2] Lacks genuine concern
- [1] Unable to determine

Craftsmanship & Skills

- [4] High standards of performance
- [3] Average performance
- [2] Substandard work
- [1] Unable to determine

Efficiency & Production

- [4] Steady and productive worker
- [3] Makes effort to work effectively
- [2] Wastes time and effort
- [1] Unable to determine

Written Performance

- [4] Work is consistently good
- [3] Work is generally good
- [2] Work is seldom good
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Concentration

- [4] Highly satisfactory
- [3] Satisfactory level
- [2] Concentration fluctuates
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Self Control

- [4] Well balanced
- [3] Generally well balanced
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Initiative

- [4] Self starter
- [3] Seldom needs prodding
- [2] Never initiates action
- [1] Unable to determine

Adjustability to new job tasks

- [4] Adjusts well to new assignments
- [3] Adjusts adequately
- [2] Difficulty adjusting
- [1] Cannot adjust

Dependability

- [4] Reliable
- [3] Generally accepts responsibility
- [2] Needs constant follow-up
- [1] Unable to determine

Tolerance

- [4] Sticks to job – doesn't give up
- [3] Generally sticks to a job
- [2] Has difficulty with obstacles
- [1] Cannot tolerate obstacles

No. of Tardies _____ Days Absent _____ Days Made Up _____ Semester _____ Semester Grade ____ Final Grade _____

Recognitions & Comments _____

_____

We do [ ] We do not [ ] consent to release the information on this form to be used in job placement.

132 _____ _____ _____ _____

signature of parent or guardian signature of student date

INTRODUCTORY CARD

PROSSER VOCATIONAL CENTER
INTRODUCTORY CARD

Introducing : _____

From _____ Vocational Area

Date _____ Birthdate _____

Firm _____

Att : _____

_____ Richard Smith
INSTRUCTOR PLACEMENT COORDINATOR

TO EMPLOYER : Please fill this card out, tear it off, and mail to the Prosser Placement Service or call 945-2633.

Students Name _____

Hired _____ Pay Rate _____ Not Hired

Comments: _____

_____

Thank you for your time and consideration

Please Sign And Mail: _____
FIRM

_____
SIGNATURE

_____
TITLE

(S - 122)

PURPOSE:

To introduce C. A. Prosser's student or graduate to the employer when reporting for a job interview.

USES:

* To help the student to overcome some nervousness.
* To let employers know the person is from C. A. Prosser Vocational Center.
* To involve instructors in the placing process.
* To find out the results of the job interview. (Card is self-addressed.)
* To keep communication channels open and promote public relations.

PRELIMINARY

VOCATIONAL EDUCATION RELEASED TIME TRAINING AGREEMENT INFORMATION

Please complete this form before the Student Placement Secretary can type your training agreement forms. Four copies of the training agreement must be typed and returned signed by all parties involved before you start your released time training job.

EMPLOYER'S NAME _____

EMPLOYER'S ADDRESS _____

STUDENT LEARNER'S NAME _____

JOB TITLE _____

VOCATIONAL COURSE _____

TRAINING PERIOD BEGINS _____ ENDS _____

A COMPETENT ADULT YOU WILL BE ASSIGNED TO ON THE JOB:

_____

WAGES PER HOUR _____

WORKING TIMES DURING SCHOOL DAY _____ TO _____

SATURDAYS _____ TO _____

HAVE YOUR VOCATIONAL INSTRUCTOR SIGN BELOW TO SHOW YOU HAVE BEEN RECOMMENDED TO ACCEPT THE ABOVE JOB.

VOCATIONAL INSTRUCTOR'S SIGNATURE _____

PURPOSE:

To collect the information needed on the agreement form and to serve as a record for the Student Placement Office until the signed agreement paper is returned.

HELPFUL HINTS:

* A student can take this preliminary sheet when going for a job interview and will know what questions to ask the employer.
* It is very important for the instructor to sign this form so that the recommendation is in writing; this assists in preventing misunderstandings and in keeping communication channels open.

VOCATIONAL EDUCATION CO-OP TRAINING AGREEMENT

PURPOSE:

To meet the Youth Labor Law requirements when employing student-learners.

HELPFUL HINTS:

* Write to Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402, and request the "Child Labor Bulletin No. 101".
* Acquire only the needed information and include that information to explain the program details.
* Everyone concerned should sign the agree form and be given a copy.
* Student-learners are not eligible for unemployment compensation.
* Nonagricultural Hazardous Occupations Orders Nos. 5, 8, 10, 12, 14, 16 and 17 contain exemptions for student-learners provided they are employed under the Release Time Training Program.

"Serving the Vocational Needs of South-Central Indiana"

Charles Allen Prosser Vocational Center

4202 CHARLESTOWN ROAD NEW ALBANY, INDIANA 47150

Student Personnel Services Phone (812) 945-2633

ICT

VOCATIONAL EDUCATION CO-OP TRAINING AGREEMENT

RELEASE TIME

1. _____ consents to employ _____, a student-learner for the purpose of training, under conditions of production, in the occupation of _____. The student learner is enrolled in the _____ program at Prosser Vocational Center. Training period: Begins _____ ends _____.

2. The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits, that he may enter his chosen occupation as a desirable employee.

3. The vocational instructor or coordinator will visit the training station at necessary intervals to observe the student-learner on the job, to discuss and evaluate his job progress with his employer and job trainer, and to find out what related instruction is needed at a particular time.

★ 4. C. A. Prosser will provide the student-learner with supplemental technical and related instruction once a week. The instruction will be correlated with the job experience of the learner, in so far as possible.

5. The employer agrees to provide the opportunities for desirable learning experiences to the student-learner and to provide Prosser Vocational Center with an evaluation of the student-learner periodically. On-the-job instruction and supervision of the student-learner is assigned to _____, a competent adult.

6. The student-learner will be paid a beginning wage of _____ per hour. His wages will be subject to periodic reviews in keeping with employer policy and personal merit.

7. The student-learner will gain job experiences from _____ to _____ each school day, and from _____ to _____ on Saturdays.

8. For one semester of successful participation in the CO-OP Training Program, the student-learner will earn 1.5 units of high school credit based upon a minimum of 15 hours per week.

9. No full-time or regular employee will be displaced by the employment of a student-learner.

10. Student-learner employment will be within the provisions of all state and federal child labor laws, and existing labor-management agreements.

11. This training agreement may be dissolved by any parties directly involved, but should be preceded by consultation with the coordinator and ample notice.

12. Also, I understand that as a student-learner in a vocationally approved training station, I am eligible for all employee benefits. However, if I terminate my employment at the end of the school year I may not file for unemployment compensation because the employer does not cover student-learners legally for this payment. Chapter 8, Section 3, Article (k) of the Indiana Employment Security Act.

_____ Student

_____ Birth Date

APPROVALS

_____ Parent or Guardian

_____ Vocational Instructor

_____ Employer

_____ Student Placement Coordinator

★ No. 4 Pertains to ICT only. The Release Time Student-Learner must contact their Vocational, Instructor once a week, to keep them informed about their work experience.

TRAINING PLAN

As per attached plan

* * * * * * * * *

Units of General Related Instruction to be completed: (check off when completed)

1. I. C. T. Program
2. Working with others
3. Employer – employee relations
4. Social insurance
5. Planning your career
6. Budgeting your income
7. Saving and investing
8. Legal problems in buying goods
9. Changing jobs
10. Paying for government services – taxes
11. Credit and money
12. Labor unions

* * * * * * * * *

This training plan has been reviewed and approved by the Director of Vocational Education.

_____ Date

_____ Director of Vocational Education

Vocational Education

Pathway to work and pay

Charles Allen Prosser Vocational Center

INSTITUTIONAL PURPOSE

An individual's occupation in our democratic American society is now the most significant status-conferring role. Job status, whether it be high or low, allows the individual to form a more stable conception of himself and his position in society. To this philosophy, the Charles Allen Prosser Vocational Center subscribes and sees as its goal, the training of people to enter the work force with the skills, attitudes, and competencies necessary in today's job market.

To accomplish this goal our objectives are:

To design curriculum that reflects manpower projections, student interest, and corporation resource capability.

To admit students who want, need, and can profit from vocational technical education.

To provide the tools, supplies, and equipment necessary to simulate the actual work atmosphere.

To employ a staff and supportive personnel that are professionally trained and work experience competent.

To involve advisory committees in curricular matters to keep instruction relevant.

To provide placement help to graduates and conduct follow-up studies as recommended.

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PREFACE

This booklet is an attempt to explain C. A. Prosser's Student Placement Services to Business and Industry and to act as a guide when hiring our Vocationally Educated students or graduates.

The information contained in this booklet is not, by any means, an official interpretation of the complete laws, but merely a general explanation of youth labor laws which can act as a guide in hiring Vocationally Trained Minors. The laws governing employment of youth change from time to time, and an employer is responsible for adhering to these laws, as they may be amended.

It is our sincere hope that our efforts will be useful and that Employers will read this booklet and keep it for future reference.

Prosser's Student Placement Services thank you for your cooperation in helping to make our many vocational programs successful.

Richard J. Stith
Student Placement Coordinator

October, 1977

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EMPLOYERS:

This booklet is an attempt to explain C. A. Prosser's Student Placement Services to Business and Industry and to act as a guide when hiring our vocationally trained students or graduates. Further information may be obtained from the various offices of the Wage and Hour Divisions located throughout the United States.

C. A. PROSSER'S FULL TIME PLACEMENT SERVICE
A SERVICE TO
STUDENTS – GRADUATES – EMPLOYERS

Student Placement Service is an effort on the part of C. A. Prosser Vocational Center to equip students with the necessary job hunting skills and to provide assistance to students and graduates as they seek early work experience and full-time employment. Designed as a service to both students and employers, Prosser's Student Placement Service is directed toward helping employers identify and hire qualified employees while assisting students to seek and secure meaningful jobs.

A vocational school's success depends upon the extent to which students are prepared to enter the labor market and the assistance given them to make the transition from vocational training to the job.

A vocational placement service is neither effective nor successful until graduates are placed in jobs they were trained for and their employers are satisfied with their performances.

INDIANA'S VOCATIONAL EDUCATION LAW

20-10.1-6-7 Cooperative Vocational Programs — standards.

Sec. 7. Any public school corporation may through its appropriate officials enter into cooperative programs with employers of labor wherein said employers agree to provide employment for students enrolled in school-directed vocational education programs, to learn the manipulative skills or manual process of an occupation and such students in otherwise restricted occupations for the purpose of vocational education training under the following conditions:

1. That training in the occupation is approved by a proper school authority and is school supervised.
2. That safety instructions are given by the school and integrated with on-the-job training by the employer.
3. That the student in training is assigned to competent adults delegated by the employer for instruction and supervision in the manual processes or manipulative skills of the occupation according to a written training schedule jointly developed by the employer and a representative of the school.

(Formerly: Acts 1975 P.L. 240 Sec. 1 as amended by Act 1977, P.L. 248, Sec. 1)

PROSSER'S VOCATIONAL EDUCATION CO-OP TRAINING PROGRAM

PURPOSE:

1. Provide our students with work experience that is complementary to the vocational training they are receiving C. A. Prosser.
2. Provide a medium through which our students can realize an organized transition into the world of work.

STUDENT ELIGIBILITY:

1. Any 2nd year student-learner who has completed 3 semesters (810 hrs.) or 1st year student-learner who has completed 1 semester (270 hrs.) and whose instructor will recommend him.

2. Two basic evaluations will be considered prior to recommending a student for a released time training experience.
    a. Does the student's work habits and safety record indicate a readiness to enter the world of work?
    b. Has the student progressed far enough into his technical training to justify a work experience as an extension or an addition to the training that he would otherwise receive at C. A. Prosser?

TRAINING AGENCY (EMPLOYER) ELIGIBILITY:

1. Student-learners are hired by an employer who agrees to provide the opportunities for a minimum of 15 hrs. of desirable learning skills experiences each week, to provide Prosser with an evaluation each 9 weeks, and pay the student-learner a beginning wage.
2. Must provide a work situation directly related to the student's Vocational program.
3. Other factors to consider:
    a. Reputability of Establishment
    b. Training facilities
    c. Hazardous occupation regulations established by state and national child labor laws.
    d. State and federal child labor laws and existing labor management agreements.

WHAT CAN THE STUDENT-LEARNER EXPECT FROM THE PROGRAM?

The student-learner who is chosen to participate in the program may expect to:

1. Gain work experience in a career objective occupation.
2. Earn a wage while he learns a skill.
3. Develop good work habits and attitudes.
4. Learn desirable personal traits.
5. Become more aware of the dignity of work.
6. Develop greater self-esteem, leading to more self-confidence.

7. Learn how to handle money.
8. Develop a greater awareness of the economic, social, and personal relationships necessary for successful participation in the working world.

WHAT ARE THE BENEFITS TO THE EMPLOYER WHO PARTICIPATES IN THE PROGRAM?

The employer who participates in the program may expect:

1. A local supply of vocationally trained entry employees properly oriented to the world of work.
2. Motivated employees who are receptive to learning.
3. An excellent source of part-time and potentially permanent manpower.
4. Placements to be based on job requirements and on the interest, suitability, skills, and educational goals of the students.
5. A most useful recruitment channel for satisfying immediate and long-range personnel needs.

I.C.T. PROGRAM

Industrial Cooperative Training is an employer centered, trade oriented program available to juniors and seniors throughout the five county area of Clark, Harrison, Floyd, Scott and a portion of Washington.

Industrial Cooperative Training, hereafter referred to as I.C.T. is a program of supervised on-the-job training for young people through a cooperative arrangement between the school and employers. The student-learner receives instruction in required academic courses, occupational skills and technical knowledge by alternating study in school with a job in an occupational choice. This is an on-the-job work study, and an earn-while-you-learn program. The student-learner normally trains on the job a minimum 15 hours weekly. These two experiences are planned and supervised by the coordinator and the employer so that each contribute to the student-learner's education and employability.

State employment surveys reveal that about twenty-five percent of our high school students are each year regularly employed outside of school hours. Realizing the unlimited educational opportunities presented by this condition, it is the desire of the schools to cooperate with the employers of our students to utilize and direct this experience, wherever possible, into occupational learning channels. With the following objectives in mind, we are interested in developing the I.C.T. program.

EMPLOYERS WHO PARTICIPATE IN THE I.C.T. ON-THE-JOB TRAINING PROGRAM AGREE TO:

1. Provide a course of training designed to run for two years, with a minimum of 15 hours per week required for the on-the-job training and at least 3 hours each week required for supervised study of technical and related subjects.
2. Provide training experiences for student-learner accepted into his establishment.
3. Pay student-learner at the rate applicable for such part-time employment and in accordance with the minimum wage laws.
4. Carry both compensation and public liability insurance.
5. Refrain from offering full-time employment to a student-learner before graduation without first consulting the school.
6. Permit observation of the student-learner at his work by a representative (I.C.T. Coordinator) of the school in which the student is enrolled.
7. Make the final selection of the student-learner to be trained.
8. Understand that the coordinator shall, with the assistance of the employer or someone delegated by him, prepare a schedule of processes to be learned on the job and an outline of related subjects to be taught by the school.

I.C.T. and Prosser Vocational Center are concerned with the preparation of young people for the world of work. We shall cooperate in every way with the employer to make this cooperative plan mutually advantageous to all.

A GUIDE FOR EMPLOYERS OF MINORS

I. Indiana: (Bureau of Child Labor, 1013 State Office Building, Indianapolis, Indiana)

A. ALL MINORS, under 17 yrs. of age must have Employment Certificate (work permit) for any gainful occupation.

B. 17 yr. old minors (including students still in school) may work without work permit and are free to work any number of hours or days. For employer's protection, verification of age may be requested.

C. When School Is In Session

1. MINORS, 16 Yrs. of Age

a. No later than 10:00 PM on nights followed by a school day.

EXCEPTION: With written parental permission, until 12 midnight on nights not followed by a school day.

D. When School Is Not In Session

1. MINORS, 16 Yrs. of Age

a. Same as above.

EXCEPTION: With written parental permission 9 hrs. per day, 48 hrs. per week until 12 midnight on any night during summer vacations.

E. 16 yr. old minors who have graduated, or withdrawn from school, are free to work any number of hours or days.

II. Kentucky: (Ky. Dept. of Labor, Capital Plaza Office Tower, Frankfort, Kentucky)

A. ALL MINORS, under 18 yrs. of age must have Employment Certificate (work permit) for any gainful occupation.

B. 16 and 17 yrs. old

1. May not work before 6:00 a.m.
2. May not work after 10:00 p.m. Sunday to Thursday – 12 midnight Friday, Saturday, and Vacations.
3. When school is in session – 4 hrs./day – 32 hrs./week.
4. When school is not in session – 8 hrs./day – 48 hrs./week.
5. Under 18 yrs. of age shall not work more than 5 hrs. continuously without at least 30 mins. for lunch period.

HOW TO OBTAIN A WORK PERMIT:

1. Prospective employer fills out completely and signs Form A-1 the "Intention to Employ" Card.
2. Minor and Parent must sign the Form A-1.
3. Minor presents Form A-1 with age verification to the Issuing Officer in their school district.
4. If all requirements are met, the work permit is issued.
5. It shall be the Employer's responsibility to have the Work Permit on file in their place of Business BEFORE MINOR STARTS WORKING.
6. Termination of Minor's Employment – Employer fill in the TERMINATION NOTICE and mail to Issuing Officer.

POSTING REQUIREMENTS: Employers of Minors, under 17 yrs. of age, must post in a conspicuous place the following:

1. DIVISION OF LABOR ROSTER (Form W.C. 3) – Employers must list names and ages of minors employed; date employment began and date employment ceased.
2. HOURS OF LABOR POSTER (Form W.C. 1) – A printed notice showing hours minors are permitted to work.

EXEMPTIONS FOR VOCATIONAL STUDENTS

Nonagricultural Hazardous Occupations Orders contain exemptions for apprentices and student-learners provided they are employed under the following conditions: (U.S. Dept. of Labor, Wage & Hour Division, Child Labor Bulletin No. 101)

STUDENT-LEARNERS

1. Enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school.
2. Employed under a written agreement which provides:
   - A. The work occupations declared particularly hazardous shall be incidental to his training.
   - B. That such work shall be intermittent and for short periods of time and under direct and close supervision of a qualified and experienced person;
   - C. That safety instructions shall be given by the school and correlated by the employer with on-the-job training;
   - D. That a schedule of organized and progressive work processes to be performed on the job shall have been prepared.
     - (1) Written agreement shall contain:
       - (a) Name of student-learner
       - (b) Signed by employer and school coordinator
       - (c) Copies shall be kept on file by both the school and the employer.
3. This exemption for the employment of student-learners may be revoked in an individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.
4. A high school graduate may be employed in an occupation in which he has completed training as provided in this paragraph as a student-learner, even though he is not yet 18 years of age.
5. Hazardous Occupation Orders of the Fair Labor Standards Act, U.S. Dept. of Labor contain exemptions for student-learners in Nos. 5, 8, 10, 12, 14, 16 and 17 (2 and 7 contain general exemptions). For further clarification refer to Child Labor Bulletin #101.

6. Student-learners who are 18 years of age may be placed in any of the occupations. Be sure proof of age is on file with employer.

7. BOYS AND GIRLS MUST BE 18 YEARS OF AGE:

   A. To drive a motor vehicle for the purpose of transporting property or merchandise.

   B. To drive a cab.

   C. To work in an establishment to sell alcoholic beverages.

   D. To work in any public pool or billiard room.

   E. To operate fork lift or high lift truck.

"Serving the Vocational Needs of South-Central Indiana"

Charles Allen Prosser Vocational Center

4202 CHARLESTOWN ROAD NEW ALBANY, INDIANA 47150

Student Personnel Services Phone (812) 945-2633

ICT

VOCATIONAL EDUCATION CO-OP TRAINING AGREEMENT

RELEASE TIME

1. _____ consents to employ _____, a student-learner for the purpose of training, under conditions of production, in the occupation of _____. The student learner is enrolled in the _____ program at Prosser Vocational Center. Training period: Begins _____ ends _____.

2. The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits, that he may enter his chosen occupation as a desirable employee.

3. The vocational instructor or coordinator will visit the training station at necessary intervals to observe the student-learner on the job, to discuss and evaluate his job progress with his employer and job trainer, and to find out what related instruction is needed at a particular time.

★ 4. C. A. Prosser will provide the student-learner with supplemental technical and related instruction once a week. The instruction will be correlated with the job experience of the learner, in so far as possible.

5. The employer agrees to provide the opportunities for desirable learning experiences to the student-learner and to provide Prosser Vocational Center with an evaluation of the student-learner periodically. On-the-job instruction and supervision of the student -learner is assigned to _____, a competent adult.

6. The student-learner will be paid a beginning wage of _____ per hour. His wages will be subject to periodic reviews in keeping with employer policy and personal merit.

7. The student-learner will gain job experiences from _____ to _____ each school day, and from _____ to _____ on Saturdays.

8. For one semester of successful participation in the CO-OP Training Program, the student-learner will earn 1.5 units of high school credit based upon a minimum of 15 hours per week.

9. No full-time or regular employee will be displaced by the employment of a student-learner.

10. Student-learner employment will be within the provisions of all state and federal child labor laws, and existing labor-management agreements.

11. This training agreement may be dissolved by any parties directly involved, but should be preceded by consultation with the coordinator and ample notice.

12. Also, I understand that as a student-learner in a vocationally approved training station, I am eligible for all employee benefits. However, if I terminate my employment at the end of the school year I may not file for unemployment compensation because the employer does not cover student-learners legally for this payment. Chapter 8, Section 3, Article (k) of the Indiana Employment Security Act.

_____ Student

_____ Birth Date

APPROVALS

_____ Parent or Guardian

_____ Vocational Instructor

_____ Employer

_____ Student Placement Coordinator

★ No. 4 Pertains to ICT only. The Release Time Student-Learner must contact their Vocational, Instructor once a week, to keep them informed about their work experience.

TRAINING PLAN

As per attached plan

. . . . . .

Units of General Related Instruction to be completed: (check off when completed)

1. I. C. T. Program
2. Working with others
3. Employer – employee relations
4. Social insurance
5. Planning your career
6. Budgeting your income
7. Saving and investing
8. Legal problems in buying goods
9. Changing jobs
10. Paying for government services – taxes
11. Credit and money
12. Labor unions

. . . . . .

This training plan has been reviewed and approved by the Director of Vocational Education.

_____ Date

_____ Director of Vocational Education

"Serving the Vocational Needs of South-Central Indiana"

DIGNITY - PRIDE

Charles Allen Prosser Vocational Center

4202 CHARLESTOWN ROAD NEW ALBANY, INDIANA 47150

PHONE (812) 945-2633

Student's Name _____ Date _____

Instructional Area _____ Employer _____

Write in or mark [ ] the correct box.		1st 9 wks.	2nd 9 wks.	3rd 9 wks.	4th 9 wks.
ATTENDANCE:	Write in number of days missed work	___	___	___	___
PUNCTUALITY:	Write in number of times tardy – do not consider the reason.	___	___	___	___
APPEARANCE:	Wears proper apparel for work	☐	☐	☐	☐
	Wears proper apparel most of the time for work	☐	☐	☐	☐
	Occasionally wears proper apparel for work	☐	☐	☐	☐
	Wear improper apparel most of the time	☐	☐	☐	☐
DEPENDABILITY – RELIABILITY:	Self-reliant uses good judgement	☐	☐	☐	☐
	Performs assignments and duties properly	☐	☐	☐	☐
	Passable, requires additional assistance	☐	☐	☐	☐
	Unreliable, needs urging	☐	☐	☐	☐
ATTITUDE:	A team worker – responds productively to criticism	☐	☐	☐	☐
	Acts mature – accepts criticism well	☐	☐	☐	☐
	Needs supervision – usually accepts criticism	☐	☐	☐	☐
	Acts immature – does not accept criticism	☐	☐	☐	☐
INITIATIVE:	Does additional task – high accuracy in work	☐	☐	☐	☐
	Completes daily tasks – above average accuracy	☐	☐	☐	☐
	Wastes time due to errors	☐	☐	☐	☐
	Loafer – below average accuracy in work	☐	☐	☐	☐
SAFETY:	Safety conscious – self and others	☐	☐	☐	☐
	Observes only the minimum safety	☐	☐	☐	☐
	Takes risks, prone to accidents	☐	☐	☐	☐
	Disregards rules, endangers others	☐	☐	☐	☐

Date _____ Signed _____ Supervisor

Date _____ Signed _____ Supervisor

Date _____ Signed _____ Supervisor

Date _____ Signed _____ Supervisor

NOTE: Length of time between evaluation reports should be understood between each employer, employee, and Prosser Vocational Center. You MAY or MAY NOT discuss this evaluation with the student. This form will be returned to you for subsequent reports.

COMMENTS – Please use reverse side.

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WORKMEN'S COMPENSATION LAW

There is a provision in the Workmen's Compensation Law that entitles a minor to a double compensation in the event he is injured while being worked in violation of any of the prohibited occupations. This liability is shared equally by the employer and the insurance company. STUDENT-LEARNERS ARE EXEMPT FROM THIS PROVISION.

WORKMEN'S COMPENSATION AND OCCUPATIONAL DISEASES – RIGHT OF RECOVERY EXEMPTION

20-10.1-6-8, Sec. 8. The student as worker.

a. A student in vocational education and employed under section 7 of this chapter is entitled to the rights of recovery of a worker of at least seventeen (17) years under the Indiana Workmen's Compensation and Occupational Diseases Laws, and may not recover any additional benefit otherwise payable as a result of being under seventeen (17) years under the definition of a minor in I.C. 1971, 22-3-6-1. The student is considered the employee of the employer while performing services for the employer under Section 7.

UNEMPLOYMENT COMPENSATION

A vocational Co-op student-learner in a vocationally approved training station is eligible for all employee benefits. However, if terminated, the student-learner cannot file for unemployment compensation because the employer does not cover a student-learner for this payment.

INDIANA EMPLOYMENT SECURITY ACT

(Chapter 8, Section 3, Article k)

The term employment shall not include: (k) service performed by an individual under the age of twenty-two (22) who is enrolled at a nonprofit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its

educational activities are carried on as a student in a full-time program, taken for credit at such institution, which combines academic instruction with work experience, if such service is an integral part of such programs, and such institution has so certified to the employer, except that this subparagraph shall not apply to service performed in a programs (program) established for or on behalf of an employer or group of employers.

GENERAL INFORMATION ABOUT PROSSER

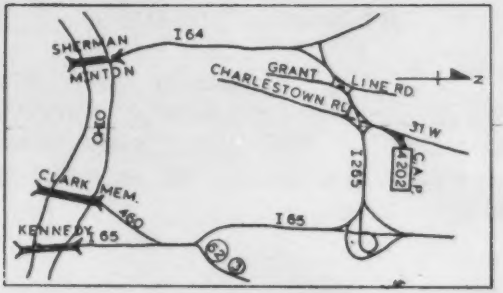
C. A. Prosser Vocational Center is a public school cooperating with ten school corporations which include eighteen secondary schools from a 4½ county area to provide vocational training in thirty different areas.

* All Programs Operate As They Do "Out In The World of Work".
* A student receives 540-1080 clock hours of instruction.
* Our facilities cover approximately 135,000 sq. ft. of space.
* Our students have built modern homes, kitchen cabinets, and furniture, utility trailers, greenhouse.
* Served thousands of meals.
* Produced working dies.
* Designed and drawn plans for modern homes.
* Rebuilt many wrecked cars.
* Performed actual data processing services.
* Overhauled gasoline and diesel engines.
* Repaired hundreds of radios and televisions.

FOLLOW-UP ACTIVITIES

Student Placement Services also conducts the follow-up studies at various times of the year. Follow-ups are a good method of maintaining good public relations and to keep informed of job openings, requirements, and trends. We do follow-up for the following reasons:

* Follow-up of student placed.
  - Help in adjusting on the job
  - Evaluate the place of employment
  - Evaluate the placement service
* Follow-up with Employer.
  - Evaluation of placement service
  - Evaluation of students preparation
* Follow-up for statistical purposes.
  - For improvement of services
  - For improvement in curriculum



OFFERS

* Vocationally Educated Job Entry Employees – "Workers Who Can Do Something – Not Anything"
* An Honest Evaluation of Potential Employee's ATTITUDE – BEHAVIOR – WORK HABITS
* An Honest Employability Profile of Your Potential Employees
* An Opportunity to Hire Full-Time, Part-Time, or Temporary Employees with Job Entry Skills.
* An Opportunity to Try a Student-Learner Before They are Hired as a Full-Time Employee.
* Selectivity
* A Placement Assistance of Present Students and Students of Previous Years.

We WELCOME Your "VISIT" or "CALL" anytime.

812–945-2633

RICHARD STITH, Student Placement Services

SOURCES OF INFORMATION

Bureau of Women and Children
Indiana Division of Labor
1013 State Office Building
Indianapolis, Indiana 46204
Tel. (317) 633-4473

United States Department of Labor
Workplace Standards Administration
Wage and Hour Division
Child Labor Bulletin, No. 101
For Sale By – Supt. of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Kentucky Dept. of Labor
Division of Labor Standards
Capital Plaza Office Tower
Frankfort, Kentucky 40601
Tel. (502) 564-4912

Labor Dept. of Wage Hour and Public Contract Division
Federal Building
New Albany, Indiana 47150
Tel. (812) 283-1925

Indiana State Board of Vocational and Technical Education
401 Illinois Building
West Market Street
Indianapolis, Indiana 46204

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INSERT 35

PURPOSE:

To serve as a general explanation of youth labor laws which can act as a guide in hiring vocationally trained minors.

USES:

* This booklet simplifies talking with the potential employers about hiring minors.
* It explains the Release-Time Training Program to potential employers.
* It gives instructors and counselors a reference in placing minors in the world of work.
* It explains Prosser's Placement Services to business and industry and will act as a guide when they hire vocationally educated students or graduates.

RELEASE TIME TRAINING EMPLOYMENT RATING SHEET

PURPOSE:

To provide a form for employers to evaluate the students who are on Release Time Training Work Experience.

HELPFUL HINTS:

* Put as much responsibility on the students as possible. They must make sure this form is filled out and sent to their instructors.
* Employers are not knowledgeable about the grading system, so have items to check rather than assign a letter or number to.
* Instructors should consider the student-learner's weekly report and the employer's evaluation in figuring the grade.

PROSSER VOCATIONAL CENTER
RELEASE TIME TRAINING
EMPLOYMENT RATING SHEET

Student's Name _____ Date _____

Instructional Area _____ Employer _____

Write in or mark ☒ the correct box.
Additional comments may be written in this space: _____

_____

		3rd 9 WKS	4th 9 WKS
ATTENDANCE:	Write in number of days missed work	____	____
PUNCTUALITY:	Write in number of times tardy - do not consider the reason.	____	____
APPEARANCE:	Wears proper apparel for work	☐	☐
	Wears proper apparel most of the time for work	☐	☐
	Occasionally wears proper apparel for work	☐	☐
	Wears improper apparel most of the time	☐	☐
DEPENDABILITY - RELIABILITY:	Self-reliant uses good judgement	☐	☐
	Performs assignments and duties properly	☐	☐
	Passable, requires additional assistance	☐	☐
	Unreliable, needs urging	☐	☐
ATTITUDE:	A team worker-responds productively to criticism	☐	☐
	Acts mature-accepts criticism well	☐	☐
	Needs supervision-usually accepts criticism	☐	☐
	Acts immature-does not accept criticism	☐	☐
INITIATIVE:	Does additional task-high accuracy in work	☐	☐
	Completes daily tasks-above average accuracy	☐	☐
	Wastes time due to errors	☐	☐
	Loafer-below average accuracy in work	☐	☐
SAFETY:	Safety conscious-self and others	☐	☐
	Observes only the minimum safety	☐	☐
	Takes risks, prone to accidents	☐	☐
	Disregards rules, endangers others	☐	☐

Date _____ Signed _____
Supervisor

Date _____ Signed _____
Supervisor

NOTE: Length of time between evaluation reports should be understood between each employer, employee, and Prosser Vocational Center.
You MAY or MAY NOT discuss this evaluation with the student. This form will be returned to you for subsequent reports.

STUDENT-LEARNER'S DAILY WORK REPORT

PURPOSE:

To keep the instructors informed about the types of on-the-job training experiences their students are getting.

HELPFUL HINTS:

* Students have trouble remembering what experiences they have had over the past week when they make the weekly report.
* It gives the instructor a record of the student-learner's on-the-job activities.
* The weekly reporting to the instructor is very important in helping the students make the education-to-work transition.

CHARLES ALLEN PROSSER VOCATIONAL CENTER
Student-Learner's Daily Work Report

NAME _____ VOCATIONAL AREA _____

JOB TITLE _____ EMPLOYER _____

FOR WEEK OF: 19 TO 19 INSTRUCTOR _____

DAY	OPERATIONS OR TYPE OF WORK	NEW OPERATION OR EXPERIENCE
MONDAY Hours Worked:		
TUESDAY Hours Worked:		
WEDNESDAY Hours Worked:		
THURSDAY Hours Worked:		
FRIDAY Hours Worked:		
SATURDAY Hours Worked:		
SUNDAY Hours Worked:		

_____ TOTAL HOURS FOR WEEK _____ EARNINGS FOR WEEK

*** STUDENT-LEARNERS MUST TURN ONE OF THESE FORMS IN TO THEIR INSTRUCTOR EACH WEEK THEY ARE WORKING.

C. A. PROSSER VOCATIONAL CENTER

Student Placement & Follow-Up Service

Tentative Calendar

Sept. . . . . Greet the students in general orientation meeting.
Visit all classes to give a short presentation on Prosser's Placement Service.

Sept.—Aug. . . Develop student employability profile for each vocational area.
Visit business & industry (jobs, fieid trips, materials).
Work with cooperating high school counselors.
Coordinate full-time & part-time placement activities with vocational instructors.

Oct. . . . . Advisory Committee Meeting.
Follow-Up studies, one-year and five-year.
Visit cooperating high school counselors.

Nov.—Dec. . . . Job Procurement Classes.
Up-date potential employers lists.
Christmas card mailout to potential employers.

Jan.—May. . . . Release-Time Training.
Occupational Awareness Days.

Feb. . . . . Open House – send invitations to potential employers.
1 yr. follow-up report due in Vocational Director's office.
Start employer's follow-up studies.
Dissemenate follow-up reports.
Veteran's follow-up.

Apr. . . . . Assist Admissions Coordinator.

May . . . . . Mail brochure to announce graduation to potential employers.
Review Job Procurement Skills.
Summarize students employability profile for permanent record.

June—Aug. . . . Finish follow-up studies.
Release-Time report.
Catch up on paper work & employers file.

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VOCATIONAL AND NON-VOCATIONAL GRADUATE FOLLOW-UP FORMS

PURPOSE:

To collect data on the post-high school activities of vocational and non-vocational graduates.

USES:

* To evaluate the place of employment.
* To evaluate the placement service.
* To improve services.
* To evaluate facilities and equipment.

USEFUL HINTS:

* Collect only the data that will be used.
* Make the instrument as short and easy to fill-out as possible.
* Orient the students on the significance of the follow-up study before graduation.
* Have students self-address their follow-up survey form before graduation.

  Have the vocational instructors sign the survey form because the return will be greater.
* Test the form for the correct wording before printing.
* Include a question to get permission to contact their employers.
* Stay within the Family and Privacy Act's regualtions and do not break confidentiality.
* Keep the returning procedures as simple as possible.
* Use a slogan or design that will develop interest.
* Publish and disseminate the results to everyone involved in the operation of the vocational center.
* Color code the form.

STRICTLY CONFIDENTIAL

All information included in this report will be strictly confidential unless we get your permission to use it. Your answers will be combined with the answers of other former students in summary form.

FOLLOW-UP OF PROSSER'S GRADUATES

Dear

The Vocational Instructors and Student Personnel Services are interested in the welfare of their former students. We also recognize you as one of our most valuable sources of suggestions for improving our instructional offerings.

Would you please HELP US in our efforts by taking a few minutes of your time to mark (X) appropriate boxes, reverse the fold, and mail – WE'LL PAY THE POSTAGE!!!

Please be assured that we will not use your name in any published reports on this survey.

Your cooperation is most appreciated.

Sincerely,

_____ Vocational Instructor

_____ Placement Coordinator

1. Employment information? *(mark all that apply)*
   - [ ] A. Employed full-time (more than 35 hrs. per wk.)
   - [ ] B. Employed part-time (less than 35 hrs. per wk.)
   - [ ] C. Unemployed (check why)
     - [ ] 1. Looking for a job
     - [ ] 2. Lack qualifications
     - [ ] 3. Homemaker or pregnancy
     - [ ] 4. Due to illness
   - [ ] D. In military service
   - [ ] E. Higher education
2. The name and address of your present employer?
   - A. Firm _____
   - B. Address _____
   - C. Your supervisor's name _____
   - D. Supervisor's title _____
   - E. Your job duties _____
3. Write in amount of your gross salary.
   Hourly rate _____ or weekly _____
4. May we have permission to contact your employer about your success on the job?
   [ ] Yes [ ] No

5. Is your job in the vocational area for which you were trained?
   [ ] Yes [ ] No

   If Yes: Indicate how well your vocational courses prepared you for your job.
   - [ ] Exceptionally well-prepared – covered all essentials required.
   - [ ] Well-prepared, but some important gaps in training.
   - [ ] Poorly prepared, much I needed to know was not covered.

   If No: Mark reason below.
   - [ ] No job available in vocational area.
   - [ ] Learned new skill on the job training.
   - [ ] Best job I could find.
   - [ ] Decided I liked other work better.
   - [ ] Learned new trade in military service.
6. Please evaluate each of the following:
   - a. Quality of instruction was:
     [ ] Excellent [ ] Adequate [ ] Inadequate
   - b. Course content and training were up to date:
     [ ] No [ ] Yes
   - c. Caree. counseling before enrollment in the 11th grade was:
     [ ] Very helpful [ ] Helpful [ ] Not helpful
     [ ] Not provided
   - d. Job placement service provided was:
     [ ] Very helpful [ ] Helpful [ ] Not helpful
     [ ] Not provided
   - e. Help in making decisions:
     [ ] Very helpful [ ] Helpful [ ] Not provided
7. If employed, how did you locate your first job after graduation?
   Check one
   - [ ] a. Word-of-mouth, family, friends
   - [ ] b. Newspaper or other news media
   - [ ] c. Your instructor
   - [ ] d. Your job placement coordinator
   - [ ] e. Public employment agency
   - [ ] f. Private employment agency
   - [ ] g. Your high school counselor
   - [ ] h. Other _____
8. Are you satisfied with the education you received in high school?
   [ ] Yes [ ] No
9. How much did your high school or vocational center help you:

	Very Helpful	Helpful	Not Helpful
a. To prepare for job interview			
b. To prepare for further education			
c. To know about employment			
d. In obtaining employment			
e. In working with other people			
f. In understanding your abilities and interests			
g. In developing proper safety attitudes			

10. Indicate how well your vocational or high school training prepared you for your first full time job.
    - [ ] a. Exceptionally well prepared; training covered all essentials required by first job.
    - [ ] b. Well prepared on the whole, but there were some important gaps in training.
    - [ ] c. Poorly prepared; much that I needed to know was not covered in vocational course.
11. In light of your experience on the job, how do you feel about the vocational training in job-entry skills at Prosser?
    [ ] Excellent [ ] Adequate [ ] Inadequate
12. The equipment at Prosser in my vocational training area was such that I found it:
    - [ ] a. Easy to adapt to the equipment on the job.
    - [ ] b. Somewhat difficult to adapt to the equipment on the job.
    - [ ] c. Very difficult to adapt to the equipment on the job.
13. In comparison to the facilities and equipment used on your job, how would you rate Prosser's facilities and equipment?
    - [ ] a. Prosser's were superior.
    - [ ] b. Prosser's were similar.
    - [ ] c. Prosser's were inferior.
14. Have you receommended Prosser to other people since you graduated?
    [ ] Yes [ ] No

STRICTLY CONFIDENTIAL

All information included in this report will be strictly confidential unless we get your permission to use it. Your answers will be combined with the answers of other former students in summary form.

FOLLOW-UP OF GRADUATES

Dear _____
High School Graduate

The teachers and Student Guidance Services are interested in the welfare of their former students. We also recognize you as one of our most valuable sources of suggestions for improving our instructional offerings.

Would you please HELP US in our efforts by taking a few minutes of your time to mark (X) appropriate boxes, reverse the fold, and mail – WE'LL PAY THE POSTAGE!!!

Please be assured that we will not use your name in any published reports on this survey.

Your cooperation is most appreciated.

_____ Teacher

_____ Guidance Counselor

Address _____

_____

Telephone _____

School _____

Major _____

M ___ F ___

Disadvantaged Yes ___ No ___

Physical or other handicap

Yes _____ Type _____

No _____

Race: Caucasian _____ Oriental _____

American Indian _____ Negro _____

Spanish American _____

1. The name and address of present employer
   - A. Firm _____
   - B. Address _____
   - C. Supervisor's name _____
   - D. Supervisor's title _____
   - E. Your Job duties _____

2. Amount of your gross salary
   Hourly rate _____ or weekly _____

3. Employment information
   - _____ A. Employed full-time (more than 35 hrs. per wk.)
   - _____ B. Employed part-time (less than 35 hrs. per wk.)
   - _____ C. Unemployed (check reason)
     - _____ 1. Looking for a job
     - _____ 2. Lack qualifications
     - _____ 3. Homemaker or pregnancy
     - _____ 4. Due to illness
   - _____ D. In military service
   - _____ E. Higher education
     - _____ 1. Area Vocational-Technical School
     - _____ 2. Community Junior College
     - _____ 3. University/Four Year College
     - _____ 4. Private Business/Commercial School
     - _____ 5. Military Specialist School
     - _____ 6. Apprentice Related Program
     - _____ 7. Company Course or School
     - _____ 8. Correspondence course
     - _____ 9. IVY Tech
     - _____ 10. Other

4. Does your present job relate to the subjects in which you majored in high school? Yes _____ No _____

   If yes: Indicate how well your high school courses prepared you for your job.
   - _____ Exceptionally well-prepared – covered all essentials required.
   - _____ Well-prepared, but some important gaps in training.
   - _____ Poorly-prepared, much I needed to know was not covered.

   If no: Indicate reason.
   - _____ No job available in area of training.
   - _____ Learned new skill on the job training.
   - _____ Best job I could find.
   - _____ Decided I liked other work.
   - _____ Learned new trade in military service.
   - _____ Learned new job by continuing education.
   - _____ Other

5. Please evaluate your high school on each of the following:
   - A. Quality of instruction
     _____ Excellent _____ Average _____ Poor
   - B. Course content and training were up-to-date:
     _____ Yes _____ No
   - C. Career counseling before enrollment in the 11th grade was:
     _____ Very helpful _____ Helpful
     _____ Not helpful _____ Not provided

6. How much did your high school help you:

	Very helpful	Helpful	Not helpful
A. To prepare for further education			
B. In obtaining employment			
C. In working with other people			
D. To recognize your abilities and interests			
E. In developing proper safety attitudes			
F. In making decisions			

7. Was instruction received in school concerning how to find jobs, how to complete a job application, how to dress for a job interview, etc?
   _____ Yes _____ No

8. If employed, how did you locate your first job after graduation?
   - _____ Word-of-mouth, family, friends
   - _____ Newspaper or other news media
   - _____ Public employment agency
   - _____ Private employment agency
   - _____ Your high school counselor
   - _____ Other

9. In taking your first job, which of the following was the most important?
   _____ Salary _____ Working conditions _____ Job security
   _____ Chance for promotion _____ Location
   _____ Personal Interest _____ Other

10. Would you recommend other students to combine vocational education with their high school education? _____ Yes _____ No

FOLLOW–UP DATA THAT IS COLLECTED BY PROSSER'S PLACEMENT SERVICE

PURPOSE:

To give a listing of the follow-up data used in reporting to the state and local school corporation.

USES:

Reporting to State Board of Vocational Technical Education (SBVTE) – data control for the following headings:

* Vocational Course Title.
* Senior completion or early exits with marketable skill.
* Status unknown.
* Known to be not available for placement.
  - Continuing Education at Higher Level.
  - Other Reasons.
* Known to have been Available For Placement.
  - Employed Full Time in Field Trained or Related Field.
  - Unemployed Seeking Work.
  - Other Employment.

Reporting to local school corporations for the following headings:

* The same information given to the State of Indiana.
* Non Recommended graduates.
* The place of employment.
* The beginning salary.
* How the graduates located their first job.
* Evaluation of:
  - Quality of instruction.
  - Course content.
  - Placement services.
  - Student services.
  - Job entry skills.
  - Prosser's equipment and facilities.

HELPFUL HINTS:

* Be sure to remain in accordance with the Family and Privacy Act.
* Counselors will be more efficient in career counseling when they are kept up-to-date on the job market activities.
* Include the vocational instructors and participating secondary counselors in placement and follow-up as much as possible.
* Report only the findings that are useful.

C. A. PROSSER VOCATIONAL CENTER

Class of 1977
One Year Follow-up Study

This follow-up study includes those students who completed their vocational training in May, 1977. The follow-up survey mail-back form is sent to each Prosser graduate by using bulk mailing (.021 per piece). Two weeks later a telephone call is made to encourage the graduates to return the follow-up survey. A second mail-back survey form is sent to those graduates who need it. After two weeks, an attempt is made to obtain the follow-up information by the telephone. Prosser's Placement Service contacted by telephone, all graduates that lived within the local telephone exchange. During one of our counselor's advisory meetings, the cooperating school counselors assumed the responsibility of contacting their vocational graduates who would be a long distance call for Prosser. Prosser is very fortunate to have an outstanding group of cooperating counselors and appreciates this type of cooperation.

The following code will assist each vocational instructor, cooperating high school counselors, and other concerned people to compare their own percentages with the major over all findings in the included charts:

—A— **NO.** — Number of students who completed their vocational training.

—B— **NON-RECOMMEND** — Students who lack sufficient entry employability skills.

—C— **GRADUATED MARKETABLE SKILLS** — Graduates who have employable skills.

NOT AVAILABLE — for Placement

—D— **CONTINUING EDUCATION** — Enrolled in some type of post high education.

—E— **OTHER** — Graduates not working due to health problems, homemakers, won't work, and etc.

—F— **NO.** — Number of students who are available for placement.

AVAILABLE FOR PLACEMENT

—G— **TRAINED RELATED** — Students employed in fields directly or closely related to their vocational training.

—H— **NON-RELATED** — Students employed in fields not related to vocational training.

—I— **UN-EMPLOYED** — Students laid-off but looking for a job.

—J— **ARMED FORCES** — Students serving in one of the military branches.

—K— **UNKNOWN** — Students that could not be located.

—L— **AVG. WAGE** — The average hourly wage for those students who reported their earnings.

COOPERATING SCHOOLS	NOT AVAILABLE					AVAILABLE FOR PLACEMENT					
	No.	Non Recommended	Grad. Market. Skill	Continuing Ed.	Other	No.	Trained or Related	Non Related	Unemployed	Armed Forces	Unknown
	—A—	—B—	—C—	—D—	—E—	—F—	—G—	—H—	—I—	—J—	—K—
		%		%	%		%	%	%	%	%
AUSTIN	2		2		1-50.0	1		1-100.0			
BORDEN	28		28	1-3.6	3-10.7	24	17-70.8	5-20.8	1-4.2	1-4.2	
CHARLESTOWN	13		13	1-7.6		12	7-58.4	3-25.0	1-8.3	1-8.3	
CLARKSVILLE	16		16	1-6.3		15	10-66.7	2-13.3	2-13.3	1-6.7	
CORYDON	12		12			12	11-91.7			1-8.3	
FLOYD CENTRAL	108		108	10-9.3	4-3.7	94	68-72.3	13-13.8	9-9.6	4-4.3	
HENRYVILLE	12		12		1-8.3	11	4-36.4	5-45.4		2-18.2	
JEFFERSONVILLE	41		41	6-14.6	2-4.9	33	16-48.6	10-30.3	4-12.1	1-3.0	2-6.1
LANESVILLE	22		22	1-4.5	3-13.6	18	16-88.8	1-5.6			1-5.6
NEW ALBANY	101	3-3.0	98	9-9.2	3-3.1	86	56-65.1	17-19.8	3-3.5	7-8.1	3-3.5
NEW WASHINGTON	8	1-12.5	7			7	5-71.4	2-28.6			
NORTH HARRISON	7		7		1-14.3	6	3-50.0	2-33.3			1-16.7
PEKIN	9		9			9	5-55.6	2-22.2			2-22.2
SCOTTSBURG	8		8	2-25.0		6	5-83.3	1-16.7			
PROVIDENCE	13		13			13	10-76.9	1-7.7			2-15.4
SOUTH CENTRAL	9		9	1-11.1		8	2-25.0				6-75.0
SILVER CREEK	39	1-2.6	38	3-7.9	1-2.6	34	24-70.6	7-20.6		2-5.9	1-2.9
POST GRADS	16		16			16	9-56.3	5-31.3	2-12.4		

				NOT AVAILABLE			AVAILABLE FOR PLACEMENT					
VOCATIONAL AREA	No.	Non Recommended	Grad. Market. Skills	Continuing Ed.	Other	No.	Trained or Related	Non Related	Unemployed	Armed Forces	Unknown	Ave. Wage
	—A—	—B—	—C—	—D—	—E—	—F—	—G—	—H—	—I—	—J—	—K—	—L—
		%		%	%		%	%	%	%	%	
Auto Body	29		29	1-3.5		28	14-50.0	10-35.7	1-3.6	2-7.1	1-3.6	$3.68
Auto Parts	7		7			7	1-14.3	5-71.4			1-14.3	$4.76
Bldg. Trades	27	1-3.7	26			26	16-61.6	3-11.5	2-7.7	2-7.7	3-11.5	$4.22
Cabinet & Mill	9		9			9	5-55.6		1-11.1	2-22.2	1-11.1	$3.54
Cosmetology	19		19		4-21.1	15	13-86.6	1-6.7			1-6.7	50%
Data Processing	13		13	2-15.3		11	7-63.6	3-27.3	1-9.1			$3.68
Diesel	7		7	1-14.3		6	2-33.3	2-33.3		1-16.7	1-16.7	$3.29
D.E.	25	2-8.0	23		1-4.4	22	17-77.3		3-13.6		2-9.1	$3.34
Arch. Drafting	11		11	2-18.2		9	6-66.7	3-33.3				$3.13
Engr. Drafting	9		9	2-22.2		7	3-42.8	2-28.6		2-28.6		$2.85
Electricity	2		2			2	2-100.0					—
Electronics	12		12	1-8.3		11	5-45.4	3-27.3		3-27.3		$3.92
Engine Rebuild.	11		11			11	9-81.8	2-18.2				$3.50
Food Service	11		11	2-18.2	3-27.3	6	4-66.6		1-16.7	1-16.7		$3.14
Health Occup.	21		21	11-52.4	1-4.8	9	7-77.8	1-11.1	1-11.1			$2.87
Htg., Air, Refg.	14		14			14	8-57.1	2-14.3	2-14.3	2-14.3		$3.87
Horticulture	14		14	3-21.4		11	9-81.8	1-9.1	1-9.1			$4.29
I.C.T.	7		7			7	7-100.0					$3.92
Ind. Maint.	11		11	1-9.1		10	6-60.0		4-40.0			$2.90
Int. Office	40		40	4-10.0	5-12.5	31	29-93.6	1-3.2	1-3.2			$3.24
Data Entry	16		16			16	12-75.0	2-12.5	2-12.5			$3.24
Land & Marine	7		7			7	4-57.1	2-28.6			1-14.3	$3.73
Machine Trades	31		31	3-9.7		28	21-75.0	6-21.4			1-3.6	$3.74
Printing	21	1-4.8	20		3-15.0	17	12-70.6	4-23.5	1-5.9			$3.50
Trans. Mech.	22		22	1-4.5		21	12-57.1	6-28.6			3-14.3	$3.66
Trowel Trades	17	1-5.9	16			16	11-68.8	5-31.2				$3.61
Truck & Bus	20		20		1-5.0	19	7-36.8	6-31.6		3-15.8	3-15.8	$3.72
Welding	30		30	1-3.3		29	19-65.5	7-24.1	1-3.5	2-6.9		3.85
TOTAL	463	5-1.1	458	35-7.6	18-3.9	405	268-66.3	77-19.0	22-5.4	20-4.9	18-4.4	$3.58

The class of 1977 was asked additional questions beside the placement information found on the previous charts. This information was gathered to assist in the constant effort of evaluating the vocational curriculum, equipment, facilities, and the student services that are available.

Approximately 73% of the class answered this part of the mail-back survey form. The questions asked and the percentage of responses were as follows:

Please evaulate each of the following:

a. Quality of instruction was:
76% Excellent 23% Adequate 1% Inadequate

b. Course content and training were up to date: 2% No 98% Yes

c. Career counseling before enrollment in the 11th grade was:
14% Very helpful 47% Helpful 13% Not helpful 26% Not provided

d. Job placement service provided was:
30% Very helpful 48% Helpful 13% Not helpful 9% Not provided

e. Help in making decisions:
2% Very helpful 84% Helpful 14% Not provided

7. If employed, how did you locate your first job after graduation?
31% a. Word of mouth, family, friends
4% b. Newspaper or other news media
23% c. Your instructor
17% d. Your job placement coordinator
1% e. Public employment agency
0% f. Private employment agency
5% g. Your high school counselor
19% h. Other self

8. Are you satisfied with the education you received in high school? 91% No 9% Yes

9. How much did your vocational center help you:

	Very Helpful	Helpful	Not Helpful
a. To prepare for job interview	58%	38%	4%
b. To prepare for further education	46%	49%	5%
c. To know about employment	44%	47%	9%
d. In obtaining employment	47%	40%	13%
e. In working with other people	51%	46%	3%
f. In understanding your abilities and interests	59%	39%	2%
g. In developing proper safety attitudes	54%	45%	1%

10. Indicate how well your vocational training prepared you for your first full time job.
80% a. Exceptionally well prepared/ training covered all essentials required by first job.
17% b. Well prepared on the whole, but there were some important gaps in training.
3% c. Poorly prepared; much that I needed to know was not covered in vocational course.

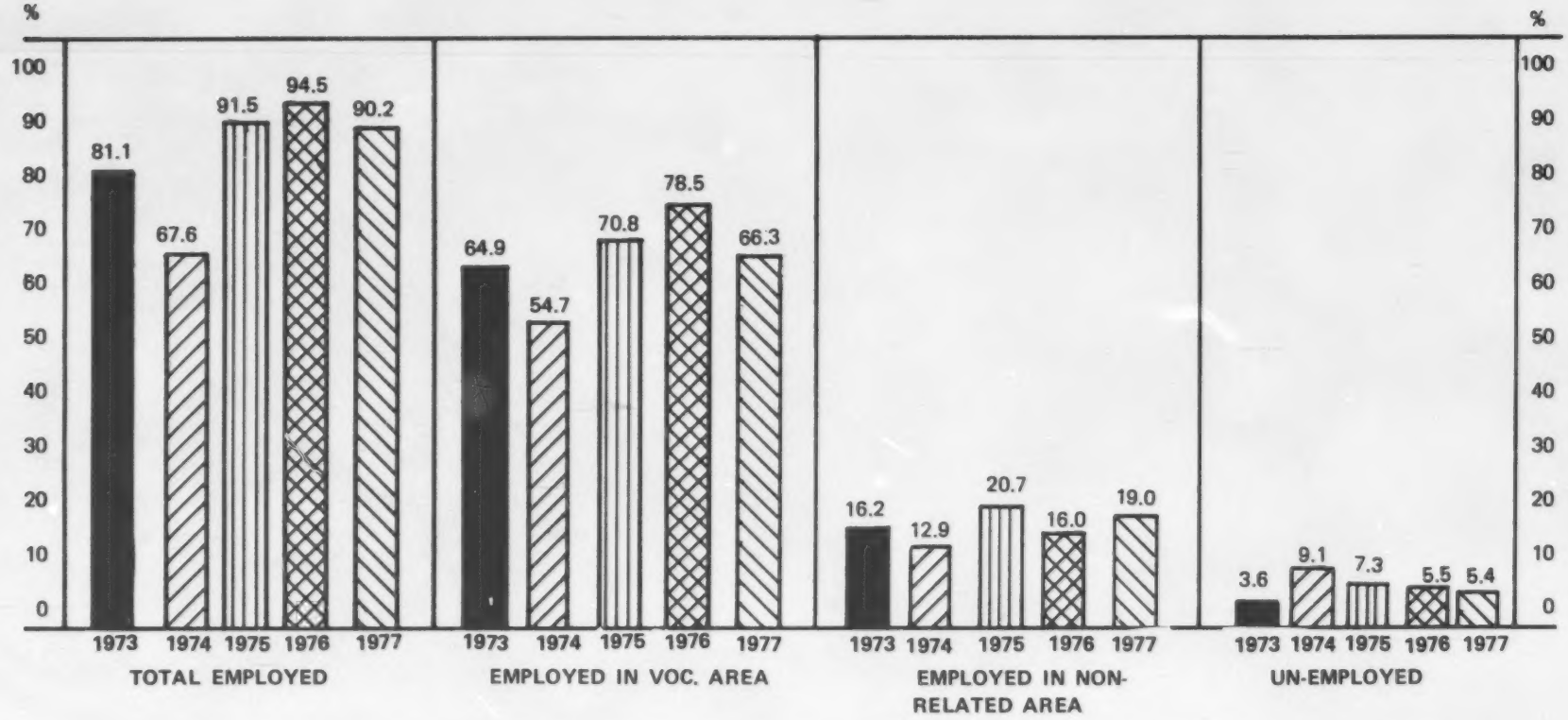
11. In light of your experience on the job, how do you feel about the vocational training in job-entry skills at Prosser?
82% Excellent 18% Adequate 0% Inadequate

12. The equipment at Prosser in my vocational training area was such that I found it:
95% a. Easy to adapt to the equipment on the job.
4% b. Somewhat difficult to adapt to the equipment on the job.
1% c. Very difficult to adapt to the equipment on the job.

13. In comparison to the facilities and equipment used on your job, how would you rate Prosser's facilities and equipment?
23% a. Prosser's were superior.
68% b. Prosser's were similar.
9% c. Prosser's were inferior.

14. Have you recommended Prosser to other people since you graduated?
96% Yes 4% No

COMPARISON OF FIVE ONE-YEAR FOLLOW STUDIES



Follow-up studies point out that even though there are not many job openings available a person with vocational skills can find employment.

With the un-employment for 18 to 24 year olds working being 18% to 20% nationally. C. A. Prosser through their placement program in cooperation with the instructional staff and the Indiana Employment Service Division only had 5.4% un-employment rate for the 1977 graduates.

High un-employment points out a greater need for good vocational skills and proper job procurement knowledge. Business and industry will always need vocationally skilled workers and our job becomes increasingly important at Prosser to make sure our graduates are ready to step into the available jobs.

EMPLOYER FOLLOW-UP SURVEY FORM

PURPOSE:

To collect follow-up data from the graduates' employers.

USES:

* To determine employment status.
* To determine how well the vocational students are educated.
* To determine if the graduates have the necessary job-related performance skills for job entry.
* To determine the employers' philosophy of vocational education.

USEFUL HINTS:

* Stress the strict confidentially of the follow-up study.
* Keep the form short and easy to fill-out.
* Send the form to a contact person who is familiar with C. A. Prosser.
* Keep the returning procedures as simple as possible.
* Use a slogan or design that will develop interest.
* Publish results and disseminate to all people involved in the operation of the vocational center.
* Use the results as a good news release.
* Color code the form.

STRICTLY CONFIDENTIAL

All information included in this report will be strictly confidential unless we get your permission to use it. Your answers will be combined with the answers of other former students in summary form.

Dear Employer:

The C. A. Prosser Vocational Center would like to enlist your cooperation in a follow-up survey of past graduates. This survey will be extremely valuable to us in present and future planning of our vocational programs.

If we are not effective in the task of teaching young people job entry skills, then we have neglected our responsibility to both student and society.

Please fill out, refold, and mail – WE'LL PAY THE POSTAGE!

Your cooperation is most appreciated.

Sincerely,

_____ Vocational Instructor

_____ Placement Coordinator

* *

_____ Graduate

_____ Vocational Area

_____ Job Duties

_____ Report Date

_____ Firm/Co. Name

_____ Local Union No.

1. If he/she is not presently employed by you, please check reason for leaving.
   [ ] Laid-off [ ] Quit [ ] Fired [ ] Health

2. How well do you feel vocational education prepared this person for entry employment?
   [ ] Trained in most essentials for this job
   [ ] Well prepared
   [ ] Poorly prepared

3. Do you feel this individual could have been successful in your firm had they not taken vocational education?
   [ ] Yes [ ] No

4. How would you rate this individual's job-related performance skills?
   [ ] Able to work independently and safely
   [ ] Acceptable quality work and speed
   [ ] Periodic supervision and some assistance
   [ ] Constant supervision and assistance
   [ ] Cannot perform satisfactorily

5. Mark (X) the box for each trait for this graduate

	Good	Adequate	Inadequate
A. Skills needed for entry type job			
B. Learning new skills			
C. Ability to work with others			
D. Attitude toward employer			
E. Work habits			
F. Read and apply printed matter			
G. Basic math skills			

6. Would you as an employer recommend an individual desiring employment in your business to enroll in a vocational program?
   [ ] Yes [ ] No

7. Based on your experiences in hiring, have you had the most success with hiring graduates of:
   [ ] Public vocational centers
   [ ] Private vocational centers
   [ ] General education programs
   [ ] Others – list _____

8. Mark (X) the box that describes your feelings about each statement.

	Agree	Disagree
A. Vocational graduates are easier to train		
B. More contact needed between employers and educators		
C. I would like to know more about vocational education		
D. Prosser students adapt to the equipment used in business and industry easily		

9. Would this firm agree to:

	Yes	No
A. Provide a vocational advisory committee member	[ ]	[ ]
B. Provide a plant visitation	[ ]	[ ]
C. Participate in a Business–Industry Education Day at C. A. Prosser	[ ]	[ ]

10. Would you consider hiring a vocationally-trained student in a work co-op program involving your firm and Prosser Vocational Center?
    [ ] Yes [ ] No

Signature of person filling out this survey

_____

If C. A. Prosser can be any assistance, please call 812–945-2632.